

Thèse: *Acquisition de compétences interactionnelles linguistiques et culturelles dans les crèches bilingues franco-allemandes du Rhin supérieur*

Aneignung sprachlicher und kultureller Interaktionskompetenzen in den zweisprachigen deutsch-französischen Krippen am Oberrhein

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English Summary

Thanks to the French-German Agenda 2020, many new French-German day-care centres have opened in the region of the Upper Rhine, guaranteeing an early bilingual and bicultural upbringing. The political will is thus explicitly in favour of the French-German tandem and so are the wishes of many parents choosing this type of day-care centres for their children or the good intentions of the early childhood professionals working in these places. However, generosity and openness of mind – despite being indispensable – are not enough if there is no practical know-how or a consciousness of the difficulties that will accompany this kind of pedagogical project.

Hence, this thesis wants to elaborate a first inventory of

- the **instruments** used (including the picture books, media support, external learning agents, toys, colour codes, etc.),
- the **strategies** chosen by the day-centres, be they of pedagogical, psychological or linguistic nature, and
- the **practices** – both conscious and unconscious, verbal and non-verbal – applied by the early childhood professionals,

because these are the core factors determining the (re)presentation of the two languages and cultures in the day-care-centres visited. Besides, this thesis takes great care in distinguishing between

- a) the **expectations adults have** towards this kind of childhood care settings and, much more important,
- b) the linguistic and cultural interaction competences **the children can actually acquire** in these crèches.

In so doing, the thesis can identify possible success factors and potential sources of malfunctioning in the process of double inculturation, thus allowing the formulation of recommendations for action for the managers of childcare-centres as well as for the early childhood professionals themselves and even their instructors.

As for the methodology, the thesis opts for an ethnolinguistic research taking into consideration different corpora such as the legal framework for early childhood care in France and Germany, the websites of the French-German day-care centres of the Upper Rhine, the interviews made with the centres' employees and directors, and, last not least, field notes taken and 28 hours of caretaker-child interactions that have been audio-recorded in 3 centres.

Key words: *early bilinguality, French-German daycare-centres, intercultural communication, language practices, early childhood, OPOL*