



Language Usage among Palestinian and Jewish English-Language Learners in Israel: Some Considerations for Multicultural Contexts

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Abstract

This article addresses some of the repercussions of language usage among Palestinian and Jewish English-language learners—in particular, Hebrew-language usage, Arabic-language usage, and English-language usage. The research is based on findings from a year-long qualitative study involving ninth-grade English-language learners in three secular, State-run schools in Jerusalem; one is defined as a monolingual majority school (Hebrew-English), the second is defined as a monolingual minority school (Arabic-English), and the third is defined as an integrated, bilingual minority-majority school (Arabic-Hebrew-English). Issues of empowerment and disempowerment are examined at length in an attempt to critically examine presuppositions with regard to both local language use and the use of English in the Israeli context.

Key words: Language Usage, Power, Bilingualism, Arabic, Hebrew, English