

This project will investigate the ways Hebrew language learning in the Jewish classroom intersects with and is shaped by other language learning experiences. Despite a consensus that language and literacy learning processes across the many contexts of students' lives are mutually shaping, much of the research on Jewish education has overlooked this fact. There is scant literature identifying the ways that students' learning about and to use Hebrew articulates with their encounters with other languages, language learning process, and language ideologies. This research is even more pressing if we consider that most Jewish children in the US and Europe attend both secular school and Jewish congregational school, meaning they are likely encountering diverse languages, ideologies, and teaching practices (Pomson 2010). This study addresses this gap by providing an ethnographic case study of a Jewish congregational school in Luxembourg where French and Biblical Hebrew and the ideologies, teaching practices, and language learning processes surrounding them intersect. It asks 1) how are ideologies about French and Hebrew language and literacy brought together in the congregational school classroom?; 2) how do students make sense of these languages as they are brought together?; 3) how do these connections shape student learning and their understandings of Hebrew, themselves as Hebrew users, and as Jews? Its findings will provide a starting point to discuss the intersections of students' diverse encounters with language, which in turn can lead to identifying and/or creating strategies that integrate learning across contexts, making for more powerful Jewish educational experiences and connections.