



**The issue of language diversity in Flemish schools:
old problems and new solutions**

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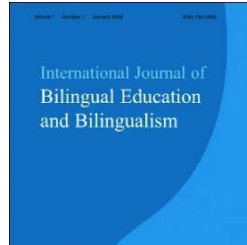
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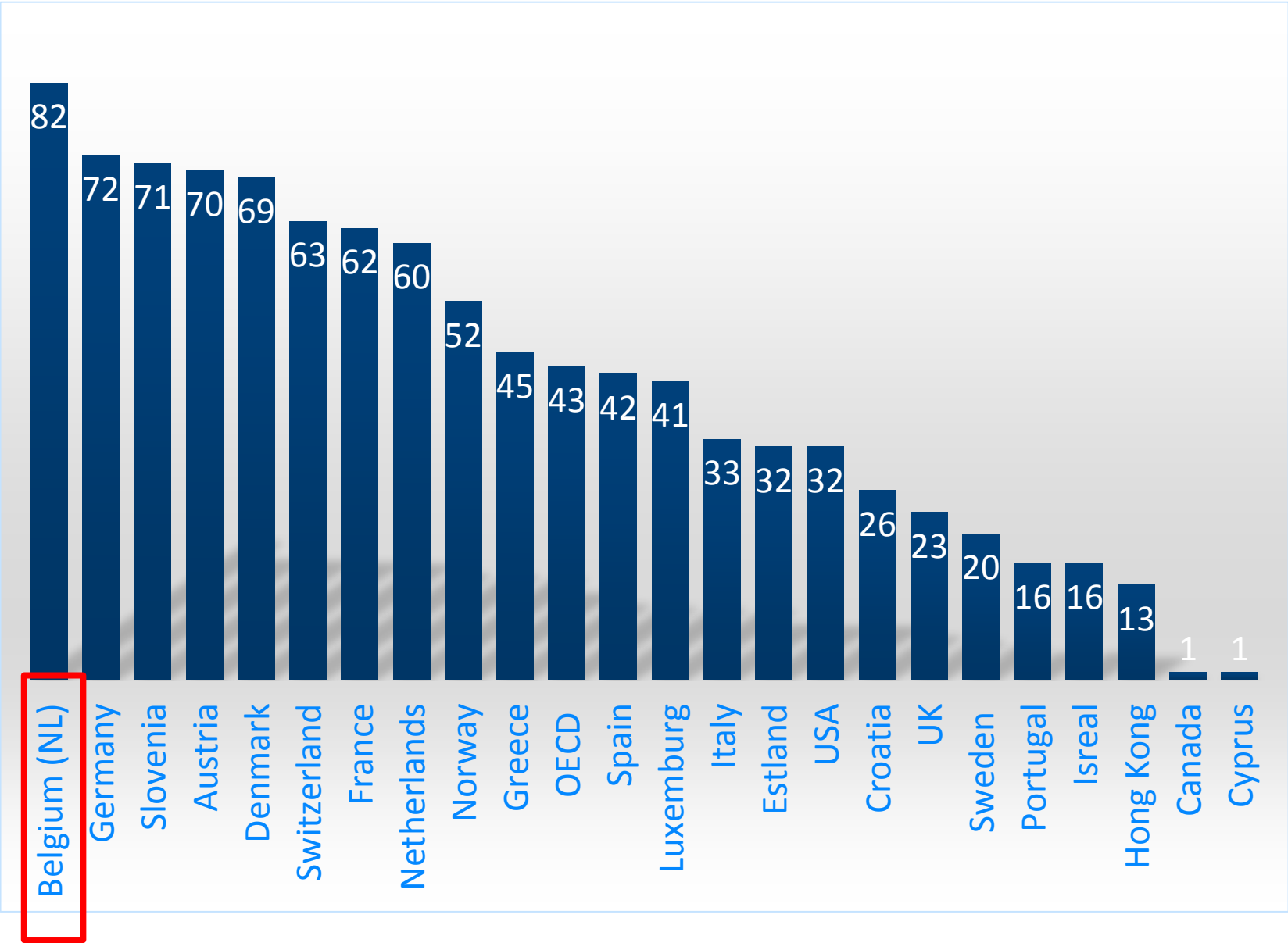


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PISA 2015 – Immigrant-Native Achievement Gap



Crevits: "De kloof in ons onderwijs dichten? Taal vormt de sleutel"

Hilde Crevits legt uit hoe ons onderwijs de steeds groter wordende kloof tussen de sterkste en zwakste leerlingen wil dichten

06-12-16, 21.37u - HV - Bron: Terzake

LEES LATER ★



*“I have **three policy priorities** for creating equal opportunities in education: language, language and language”*

(Former Minister of Education, Belgium)



In het belang van uw kind
spreken wij hier Nederlands!
U toch ook ?

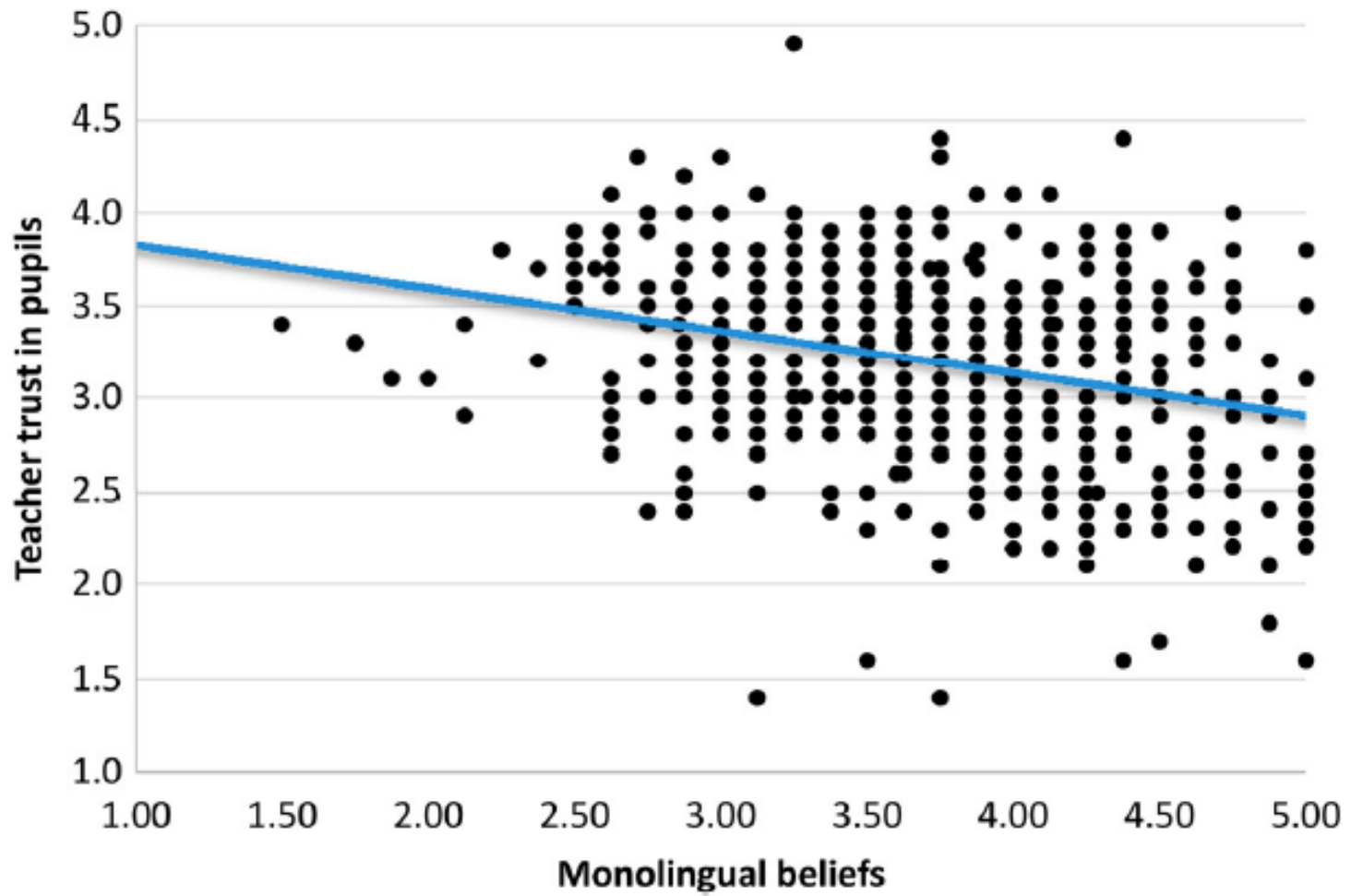


Monolingualism beliefs among teachers

Table 2. Items of monolingual beliefs in education scale.

Item	Description	(Completely) Agree
1	Non-Dutch speaking pupils should not be allowed to speak their home language at school	77.3%
2	The most important cause of academic failure of non-Dutch speaking pupils is their insufficient proficiency in Dutch	78.2%
3	The school library (classroom library, media library) should also include books in the different home languages of the pupils	12.8%
4	Non-Dutch speaking pupils should be offered the opportunity to learn their home language at school	6.8%
5	By speaking their home language at school, non-Dutch speaking pupils do not learn Dutch sufficiently	72.1%
6	Non-Dutch speaking pupils should be offered regular subjects in their home language	3.2%
7	It is more important that non-Dutch speaking pupils obtain a high level of proficiency in Dutch than in their home language	44.7%
8	It is in the interest of the pupils when they are punished for speaking their home language at school	29.1%

Note: Percentage of teachers answering 'agree' and 'completely agree' are shown (N teachers = 674; N schools = 18).



Sarah: Here, *the language is the big problem*, the language plays an important role. That is, they [the pupils] go outside and they immediately start speaking Turkish. In the hall, again Turkish, with their friends, again in Turkish, when they quickly have to tell something, again Turkish. *So we are like constantly, all day long*: “Speak Dutch with each other, say it in Dutch.” (*Teacher, Black Square, female, 29*)

Katja: The school regulations state that only Dutch should be spoken and otherwise they [pupils] get punished.

Researcher: And what do you specifically mean by punishing?

Katja: For example I work with tally marks, when they have five strokes, than they have to write down a page or clean the playground. But it is dependent on the group. With some groups, I have to punish more strictly and quickly. (*Teacher, Black Circle, female, 45*)

PISA 2015

	Model I (gross effects)	
	Math	Reading
Intercept	485.11 (8.49)***	479.25 (7.66)***
Language background (ref = LMi)		
Native speaker (NS)	22.84 (3.56)***	24.477 (3.00)***

	Model 3 (gross effects)		Model 4 (net effects)	
	Math	Reading	Math	Reading
Intercept	486.54 (8.05) ^{***}	485.76 (7.61) ^{***}	457.54 (18.65) ^{***}	523.09 (12.88) ^{***}
L with mother (ref= mostly IL)				
Mostly ML	0.20 (5.44)	-3.70 (5.22)	5.70 (3.47)	2.25 (3.29)
Equally ML & IL	3.99 (4.17)	6.17 (4.03)	3.95 (3.01)	3.54 (3.55)
L with father (ref= mostly IL)				
Mostly ML	5.60 (6.32)	6.77 (6.56)	8.23 (3.82) [*]	10.63 (3.74) ^{**}
Equally ML & IL	-1.92 (5.48)	0.41 (5.60)	0.37 (2.94)	2.50 (2.99)
L with siblings (ref= mostly IL)				
Mostly ML	2.32 (5.45)	-7.31 (6.00)	1.77 (4.72)	-3.20 (5.44)
Equally ML & IL	-5.38 (3.08)	-8.48 (3.19) ^{**}	-3.06 (2.75)	-4.89 (3.08)
L with best friend (ref= mostly IL)				
Mostly ML	-8.78 (2.08) ^{***}	-9.73 (2.73) ^{***}	-4.90 (1.65) ^{**}	-8.44 (1.91) ^{**}
Equally ML & IL	-13.17 (2.21) ^{***}	-12.04 (2.78) ^{***}	-6.09 (1.84) ^{***}	-7.97 (2.04) ^{***}
L with school friends (ref= mostly IL)				
Mostly ML	-10.08 (7.66)	-7.04 (8.13)	-17.23 (4.39) ^{***}	-13.75 (4.43) ^{**}
Equally ML & IL	-12.81 (4.34) ^{**}	-15.41 (5.42) ^{**}	-9.71 (4.40) [*]	-10.34 (4.73) ^{**}

Table 2. *Multilevel regression on pupils' academic achievement*

	b	se	p
Intercept	-1.233	0.327	0.00
Grade (1=6th)	0.516	0.086	0.00
Gender (1= Girl)	-0.263	0.076	0.00
Generation (1st)	-0.076	0.191	0.69
Generation (2th)	0.042	0.154	0.79
Generation (3th)	ref.		
SES	0.058	0.021	0.01
% Turks	0.003	0.003	0.42
Mean SES	0.201	0.059	0.00
Turkish at home	0.022	0.040	0.58
Turkish at school	-0.032	0.041	0.43

Table 3. *Multilevel regression on pupils' sense of school belonging*

	b	se	p
Intercept	-0.030	0.344	0.93
Grade (1=6th)	0.114	0.108	0.29
Gender (1= Girl)	0.010	0.097	0.92
Generation (1st)	0.298	0.254	0.24
Generation (2th)	0.202	0.203	0.32
Generation (3th)	ref.		
SES	-0.013	0.027	0.63
% Turks	0.002	0.003	0.55
Mean SES	-0.071	0.060	0.24
Turkish at home	-0.073	0.051	0.15
Turkish at school	-0.155	0.055	0.01

Implications

- There *is* linguistic inequality
- This is (probably) not caused by minority language use
- Even positive effects of L1 use with parents
- But very negative views on L1 use at school
- No methods/means for valorizing linguistic diversity
- Challenge of superdiversity
- Lot of bla bla – Less solutions

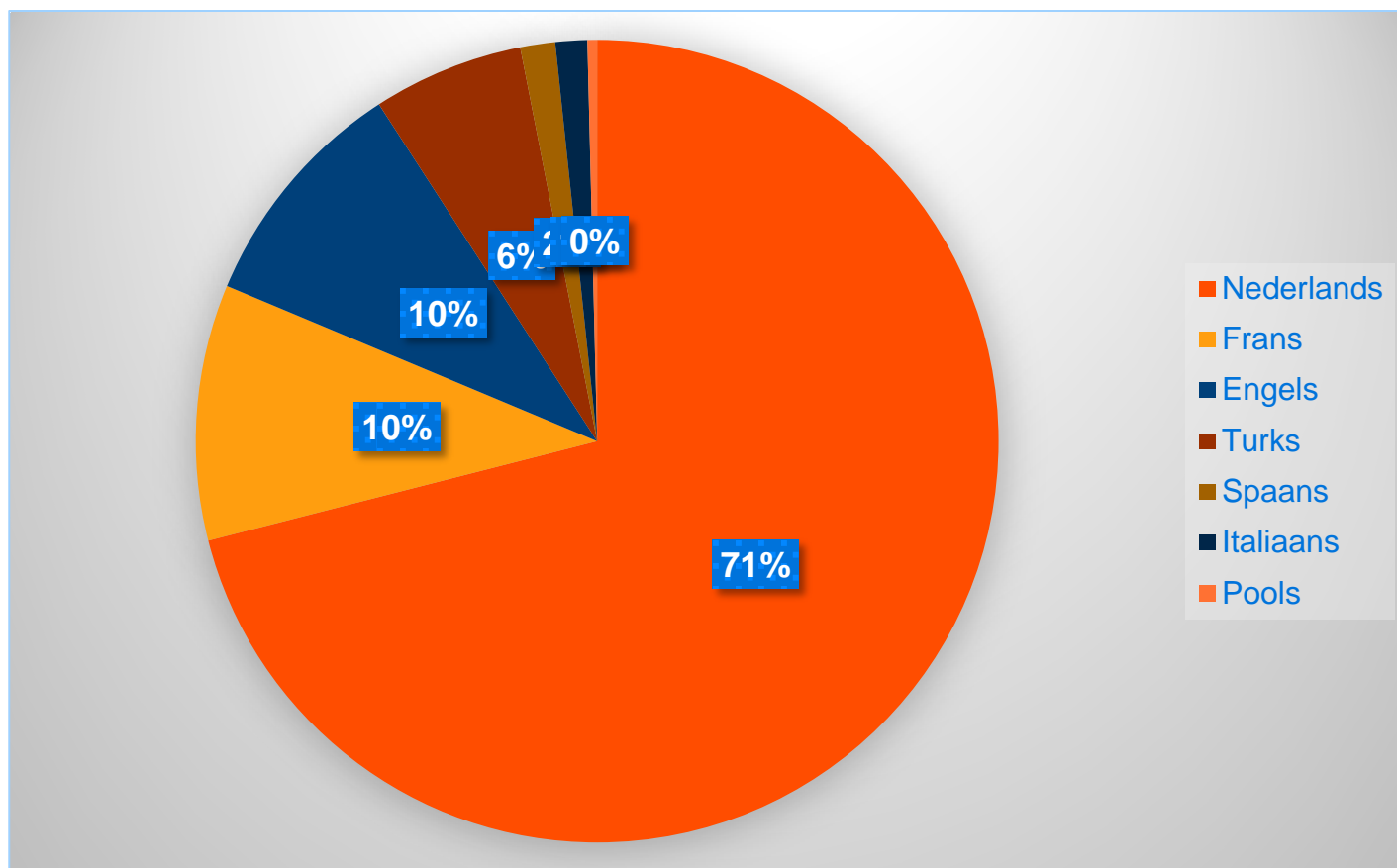
Yes we can !



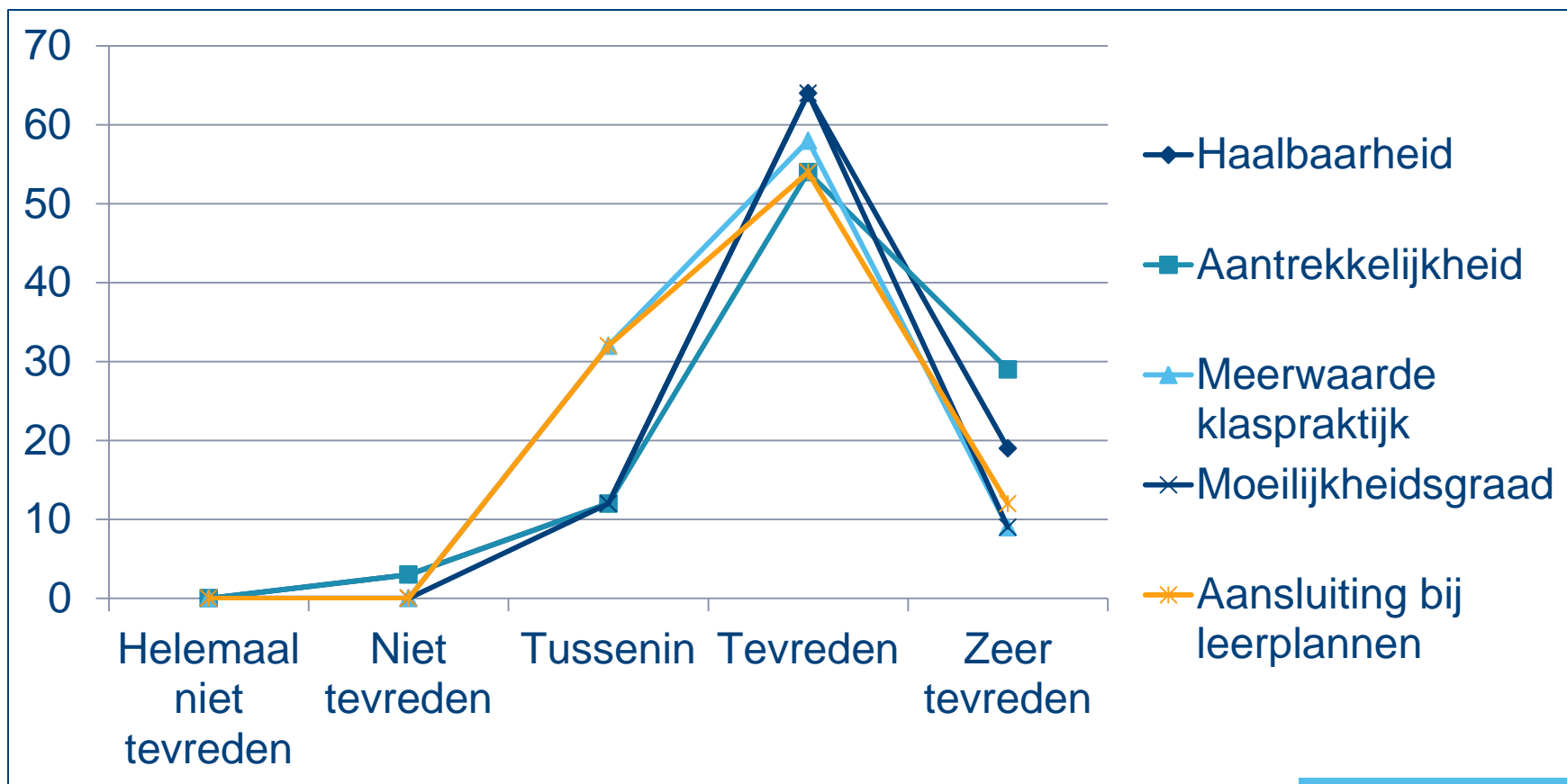
Metrotaal

Mind The Gap

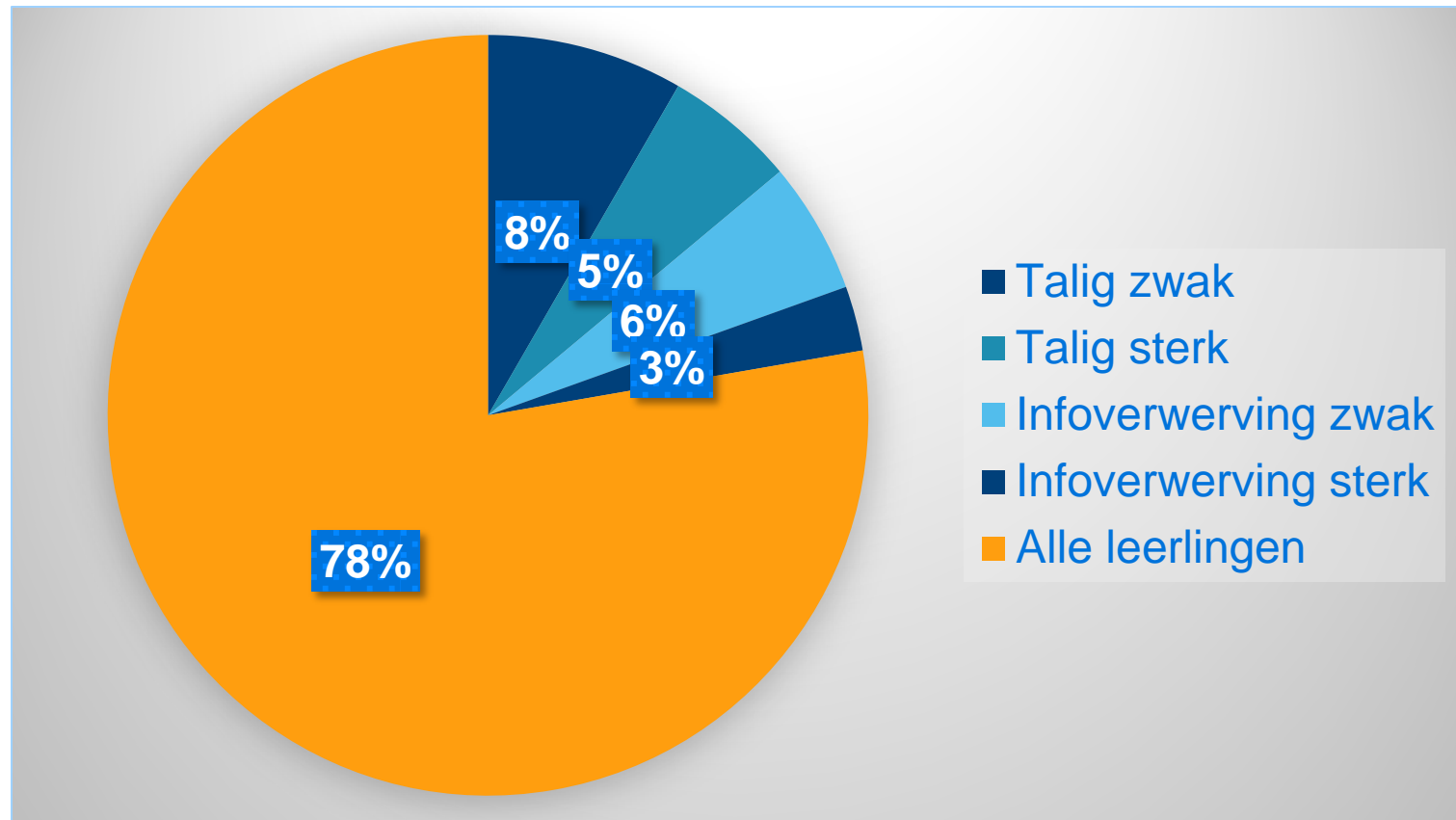
Hoe meertalig wordt E-Validiv gebruikt (log-gegevens)



Leraren: Tevredenheid E-Validiv (%)



Leraren: E-Validiv geschikt voor welke leerlingen (%)?



Suggestions for future developers

- Less text – More visuals
- Text-to-speech visualized subtitles
- Boring → Gamification (boys!)
- Child language translators needed



Metrotaal

Mind The Gap