

ghent:

so much city

‘Home language project’ in an overall monolingual education policy

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Superdiversity in the city of Ghent

- More than 250.000 inhabitants
- More than 160 nationalities
- 20.4% of the youngsters are leaving education without any qualification
- New approaches are a must



Content

- 'Home Language education' research project
 - ✓ Two objectives
 - ✓ Four research questions
 - ✓ Conclusions
- Future policy in Ghent

The Ghent 'Home Language Education' research project


- From 2008 until 2012
- In four Ghent primary schools and 2 extracurricular child care initiatives





Two objectives:

- In search of an alternative for the traditional bilingual education.
- Literacy in the first language, namely Turkish.

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- 359 students
 - focus group of 190 students.
 - quantitative and qualitative instruments

- Pedagogic staff members
- Ghent University (the Centre for Diversity and Learning) and the Leuven University (the Centre for Language and Education).

Four questions were examined:

1. Interdependency?
2. Negative effect on the development of the second language?
3. Social-affective effect?
4. Impact on teachers?



Conclusions

1. Interdependency

well-developed home language = high scores as regards the command of the second language

2. No negative effect on second language

- No negative effect in reading comprehension in Dutch
- Qualitative analysis

Conclusions

3. Social-effective effect

enhanced self-confidence among project participants

4. Teachers

became more aware of the linguistic diversity





Conclusions

Modified perception in the 4 schools.

- More interaction
- More involvement in learning the Dutch language
- An increased tolerance between students
- Parental involvement improved
- A powerful learning environment



- Conclusions are positive
- Teachers don't want to go back to the initial situation

Future policy in Ghent



- Focus on functional multilingual learning
- Home language on the playground
- Pedagogical guidance
- Study day for teachers, coaches and parents.
- ‘Multilingualism: an asset!’



