

“Why learn Dutch anyway?”

De impact van een cursus Nederlands binnen de context van meertalig hoger onderwijs

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Als student in het buitenland...

Hoe zou je je zelfvertrouwen + gevoel van verbondenheid opbouwen?



Gevoel van verbondenheid?

“Relational belonging” door interactie met andere studenten op campus

Interactie met andere mensen op campus

Connectie met “broader community”

Links naar “home country”

(Cena *et al*, (2021). “Sense of Belonging and the Intercultural and Academic Experiences Among International Students at a University in Northern Ireland” . *Journal of International Students*, 11(4), p. 814).

#weareinternational
#incoming
#outgoing

Koninkrijk Coninkryk
Antwerpen

API



Vandaag...



Context: Meertaligheid als troef



Case study: Cursus Nederlands in samenwerking met CVO Vitant



Meertaligheid: Meer dan taal alleen

1. Context: Meertaligheid als troef

Koninklijk Conservatorium Antwerpen

- 3 afstudeerrichtingen (muziek, dans, drama) + educatieve opleidingen.
- c. 650 studenten.
- 50+ nationaliteiten; bijna evenveel talen. Engels als lingua franca, maar...



Number of home and international students at RCA in classical music + dance between 2014 - 2022

	CLASSICAL MUSIC STUDENTS		DANCE STUDENTS	
	BELGIAN	INTERNATIONAL	BELGIAN	INTERNATIONAL
2014-15	227	88	21	17
2015-16	218	97	13	20
2016-17	212	100	11	24
2017-18	207	109	12	30
2018-19	195	132	11	33
2019-20	177	156	11	36
2020-21	151	156	13	31
2021-22	131	166	13	31

“Meertaligheid als troef” @KCA

- Onderzoek: maart-december 2021
- Implementatie + pilootprojecten: vanaf januari 2022...
- Doelen:
 - In kaart brengen van huidige situatie
 - Beleid ontwikkelen
 - Sociale integratie + welzijn
 - NL promoten + meertaligheid ontwikkelen verder dan Engels als lingua franca

Pilotprojecten

CLIL pilot: meertalige lessen
in dans en muziek

Woordenschatlijstjes
(Quizlet)

Dutch buddies (in
samenwerking met AP
lerarenopleiding)

Workshops:

- Taalondersteunende buddies
- Communicatie ontmoet podiumkunsten
- Taalbewust lesgeven

Taalcursus in samenwerking
met CVO Vitant.


2. Case study: Cursus Nederlands in samenwerking met CVO Vitant

Cursus Nederlands: Doelen



Cursus Nederlands: Planning

- Samenwerking met CVO en met Atlas
- CVO NT2 curriculum
- Structuur op maat
- Lessen op campus De Singel
- Inschrijving online

 atlas integratie en inburgering antwerpen



vitant
PROVINCIAAL CENTRUM VOOR
VOLWASSENENONDERWIJS

Want to learn Dutch? Yes! Dat kan!

In collaboration with CVO Vitant, the conservatory offers Dutch classes on campus at De Singel. Classes start in November 2022 and are open to all students of KCA.

Last year's students said:

The lesson is very easy to understand for everyone. It's very fun at the same time as you are learning.

I now feel much more confident if I'm on the bus or in the supermarket.

I'm beginning to speak more and more Dutch with my teacher.

I'm even starting to dream in Dutch!

PRICE € 68 including book
TIME Thursday evenings starting 9 November

LEVEL Beginners (1.1 in the CVO system)

REGISTRATION + MORE INFORMATION
<https://tinyurl.com/DutchRCA>



Registration deadline is Friday 7 October. Places are limited so register as soon as possible to have a good chance of getting a spot!

Cursus Nederlands: Cijfers



2021-22:

niveau 1.1: 24
ingeschreven cursisten =>
21 geslaagd



2022-23:

niveau 1.1: 30
ingeschreven cursisten
niveau 1.2 + 2.1: 20
ingeschreven cursisten



Feedback door:

Online start-bevraging
N=45
Online eind-bevraging
N=14
Interviews N=4

Cursus Nederlands: Feedback

Explain why you want to register for the Dutch class:

Sociale inclusie:

- *Because I live in Antwerp, so I would like to feel more part of a community.*
- *I wanted to feel a little bit more integrated in the country and be able to use the language in supermarkets and shops.*
- *My flatmates are Flemish speakers and I would love to participate in their conversations in their mother tongue.*
- *To be able to buy bread like a boss*

Cursus Nederlands: Feedback

Explain why you want to register for the Dutch class:

Professionele doelen:

- *So that I can more easily communicate with the people/audience from Belgium.*
- *I would like to find a student job.*
- *I want to develop my career as a musician in Belgium, France or The Netherlands.*
- *I think it really helps with integration in an orchestra*
- *Communicate with Dutch people and maybe get into teaching*

Cursus Nederlands: Feedback

Explain why you want to register for the Dutch class:

Zicht op lange termijn:

- *I am thinking to stay for a long time in Antwerp.*
- *I want to live in Belgium for an extended period of time and learning Flemish/ Dutch is important to me for this reason.*
- *[My aim] for now is to study music. But also a bit with the idea of staying either here or in the Netherlands [...] because there's a lot of life related to music here, more than in [my home country].*

Cursus Nederlands: Feedback

[Have you been using Dutch in school or in your everyday life since you started the course? Give examples, if possible.]

Groep 1.1 – na een semester

- *Not so much. I'm afraid of my low level, but simple greetings I already use.*
- *A little, however people I try to speak Dutch to are still very quick to cut me and speak to me in English*
- *Not really a lot. A little bit in supermarket or Dutch colleagues in Conservatory.*

Cursus Nederlands: Feedback

[Have you been using Dutch in school or in your everyday life since you started the course? Give examples, if possible.]

Groep 2.1 – na een jaar

- *Yes, I am a vrijwilliger now. I also use dutch in shops and in train stations*
- *Sometimes I use it at work or I say small sentences at school or shops. I can understand better the language, but I am still afraid of speaking it in public.*
- *Even if all I say is “sorry mijn Nederlands is niet perfekt maar ik wil proberen”, already people are a lot softer, like, great, she’s trying. So I usually open with that [so] people can understand that I’m trying to use the language. I think people are a lot warmer.*

Cursus Nederlands: Feedback

Please give your opinion on the following statements on a scale of 1 (agree) to 5 (disagree):

[I speak more Dutch outside of school since taking the Dutch classes.]

- *Groep 1.1 – 2.6*
- *Groep 2.1 – 1.6*

Cursus Nederlands: Feedback

Please give your opinion on the following statements on a scale of 1 (agree) to 5 (disagree):

[I am more likely to consider making a career in Belgium after taking the Dutch class.]

- Groep 1.1 – 1.88
- Groep 2.1 – 1.67

[I am more likely to consider further study in Belgium (e.g. teacher training) after taking the Dutch class.]

- Groep 1.1 – 2.12
- Groep 2.1 – 2.16

Cursus Nederlands: Feedback

Please give your opinion on the following statements on a scale of 1 (agree) to 5 (disagree):

[I speak more Dutch in school since taking the Dutch classes.]

- *Groep 1.1 – 2.87*
- *Groep 2.1 – 2.6*

[Since taking the Dutch class I feel like I 'belong more' in school.]

- *Groep 1.1 – 3.1*
- *Groep 2.1 – 2.8*

Cursus Nederlands: Top Tips



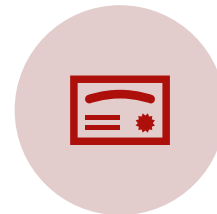
LOGISTIEK LOGISTIEK
LOGISTIEK



WEES CREATIEF MET
STRUCTUUR EN
LESROOSTER



CVO ALS
ONSCHATBARE
PARTNER



CURSUS VAN
MINSTENS EEN JAAR
IS BETER

3. Meertaligheid: Meer dan taal alleen

Andere aspecten

- Plaats voor eerste taal:
 - *I miss speaking [my first language]. In the conservatory there's not that many students [from my country]. It doesn't need to be about practice or music, just in general, about life. I sometimes [miss using] a very specific slang that I have in [my first language] and that I know and that other speakers will know, but that English speakers won't know.*

Interview, Female, EU, BA2, classical music.

Andere aspecten

- Communicatie met nieuwe studenten:
 - *Don't kill me, but at the beginning I thought that here you speak French because it was Belgium. And then I discovered that was another language when I was here. It was a surprise for me. I was in Brussels and I heard the French and then 40 kilometers [away] is another language and it's the same country.*

Interview, male, MA1, EU, classical music

- Diversiteit + inclusie

Andere aspecten

- heimwee
- sociaal isolement / gebrek aan sociale steun
- culturele afstand
- moeilijkheden om zich aan te passen aan verschillende onderwijsstijlen en academische verwachtingen
- racisme
- gevoel van niet gerespecteerd te worden
- praktische zorgen rond financiën en huisvesting
- angst voor academisch falen en druk van gezin

(Cena *et al*, p. 814)

Vragen + uitdagingen...

- Hoe overbrug je de kloof tussen eerste- en laatstejaarsstudenten m.b.t. het bewustzijn van belang van taalvaardigheden?
- Hoe kunnen we studenten beter ondersteunen om Nederlands te gebruiken op school?
- Op welke andere factoren m.b.t. verbondenheid moeten we letten naast taalvaardigheid?

A takeaway

Belonging is not static, but is a rather fluid state and a never-ending process as individuals negotiate their positions in their environment.

(Cena et al. p. 816)

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