

History Civic Integration Laws

1998: Law on Civic Integration (WIN):

- ▶ Obligation to participate, no other requirements

2000-2004:

- ▶ Changes public and political climate: new legislation

2006: Law on Civic Integration Abroad (WIB)

- ▶ Admission dependent on passing exam

2007: Law on Civic Integration (WI)

- ▶ Residence permit dependent on passing exam

2011/2012: Adaptations WIB and WI

WIB adapted in 2011 (pre-entrance)

- ▶ Spoken Dutch (TGN): criterion for passing raised to A1
- ▶ Knowledge Dutch Society (KNS): pass level raised.
- ▶ Literacy test (GBL) added:
 - ▶ Reading and reading comprehension at level A1
- ▶ No provision of courses, self-study toolbox
- ▶ Costs:
 - ▶ Toolbox € 110,-
 - ▶ Exam € 350,-

To the Netherlands (The self-study toolkit)



NAAR NEDERLAND

NEDERLANDS VOOR ANDERSTALIGEN

Vorbereiding op de Toets Gesproken Nederlands
en de toets Geletterdheid en Begrijpend Lezen

Guidelines for self-study course

“For those who cannot read and write [...] In lessons 1 to 20, you will learn Latin script, all the sounds in the Dutch language and your first Dutch words. When you have completed these lessons, you can now read Dutch at beginner’s level”

(Guideline, p.25)

WI adapted in 2012

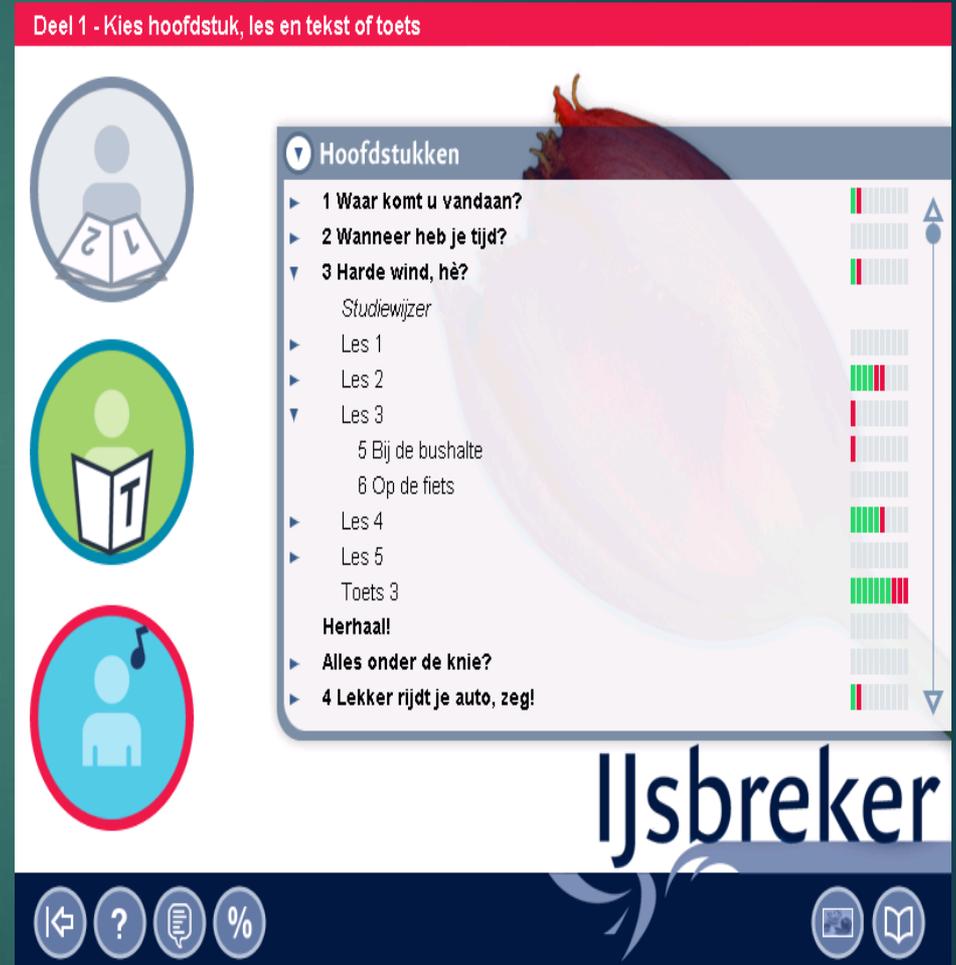
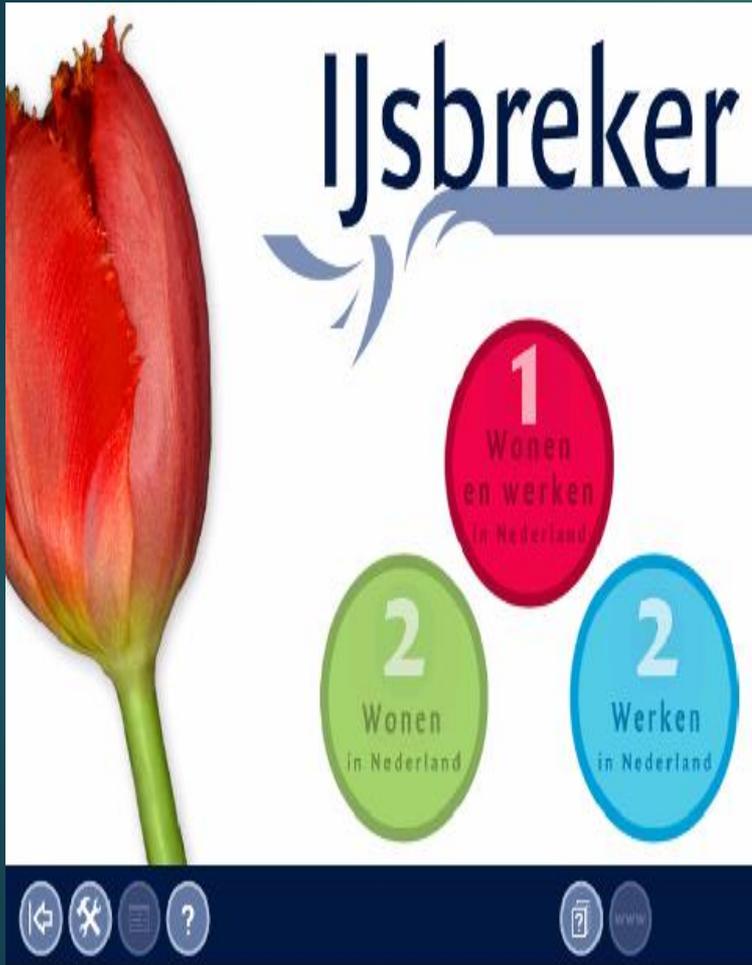
- Required level Dutch A2 (future B1?)
- Time-limits: reduced to 3 years (+ 2 for unschooled)
- Possibility to apply for dispensation of literacy requirements deleted
- Funding stops from 2013 onwards
- Exam:
 - Central exam only
 - No more practical exams and assessments
 - No more possibility to use proves in portfolio



ICT , the miracle med for integrating new speakers?

It stands for *Information and Communication Technology*, and it covers any product that will store, retrieve, or transit information electronically in a digital form (p.25).

Ijsbreker and ICT



BARRIER: clicktivism

- ▶ The teacher becomes a coach and the learner is left to himself and the screen.
- ▶ Often the learner does not understand why something is wrong, s/he just see a red light in place of a green one
- ▶ The learner clicks till he gets the right answer

De Virtuele Wijk

► <http://www.youtube.com/watch?v=sYtYuKabB6o>



BARRIER: approaches to learning

- ▶ Those who are engaged with it complain about the lack of practice and the answers being standardised
- ▶ Others instead, although they like ICT, are hindered by their own learning habit when dealing with language: grammar books, rules, exceptions and word to be learnt by heart

NT2 Nieuwslezer



- ▶ Product of scientific research on vocabulary breath and depth;
- ▶ Based on adaptive learning: taylor made to the learner's needs;
- ▶ Learner chooses the subject of study
- ▶ Subject of study is fresh from the news

BARRIER: approaches to learning

- ▶ Reading is a complex language skill
- ▶ Those who engage in this ICT application are as someone reported 'very, very literate' that they withdrawn themselves from the classroom
- ▶ E-literacy here means access and with access and self-study it gives study a eucharistic consumption of what it means to be part of mainstream society

Conclusions for the second ethnographic vignette

- ▶ ICT reifies the learner
- ▶ ICT leads to a further gap between the individual and integration
- ▶ A 'good' foreigner is the one who learns Dutch 'fast and well'

Conclusions

- ▶ Learners' identities are not categorical, but situated, performed and negotiated from moment to moment, space to space, i.e. chronotopical
 - ▶ Chinese youth, asylum seekers, refugees....
- ▶ All languages can be new languages
 - ▶ In use, teaching, learning, online/offline
- ▶ All speakers can be new speakers
 - ▶ Of old and new languages
- ▶ Language policies need reconsideration
 - ▶ Bottom-up vs top-down
 - ▶ Situated and chronotopical

Living in a heavily languagised world



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- ▶ Attention in sociolinguistics is being paid to the total linguistic fact (Silverstein 1985:220)
 - ▶ **Still**, it is '**language**' that rules the institutional game of L2 education for newly arrived migrants (IM languages, legitimization, de-legitimization).
 - ▶ '**language**' **stricto sensu** rules the practices of identities inhabitation taking place across institutions.
 - ▶ **Yet again**, a peek into the literacy practices of newly arrived migrants shows that these rookies have to manage a thoroughly languagised world (Jaspers, Madsen & Spotti *forthcoming*)

Gumperz & Cook-Gumperz

2005:271 (1)

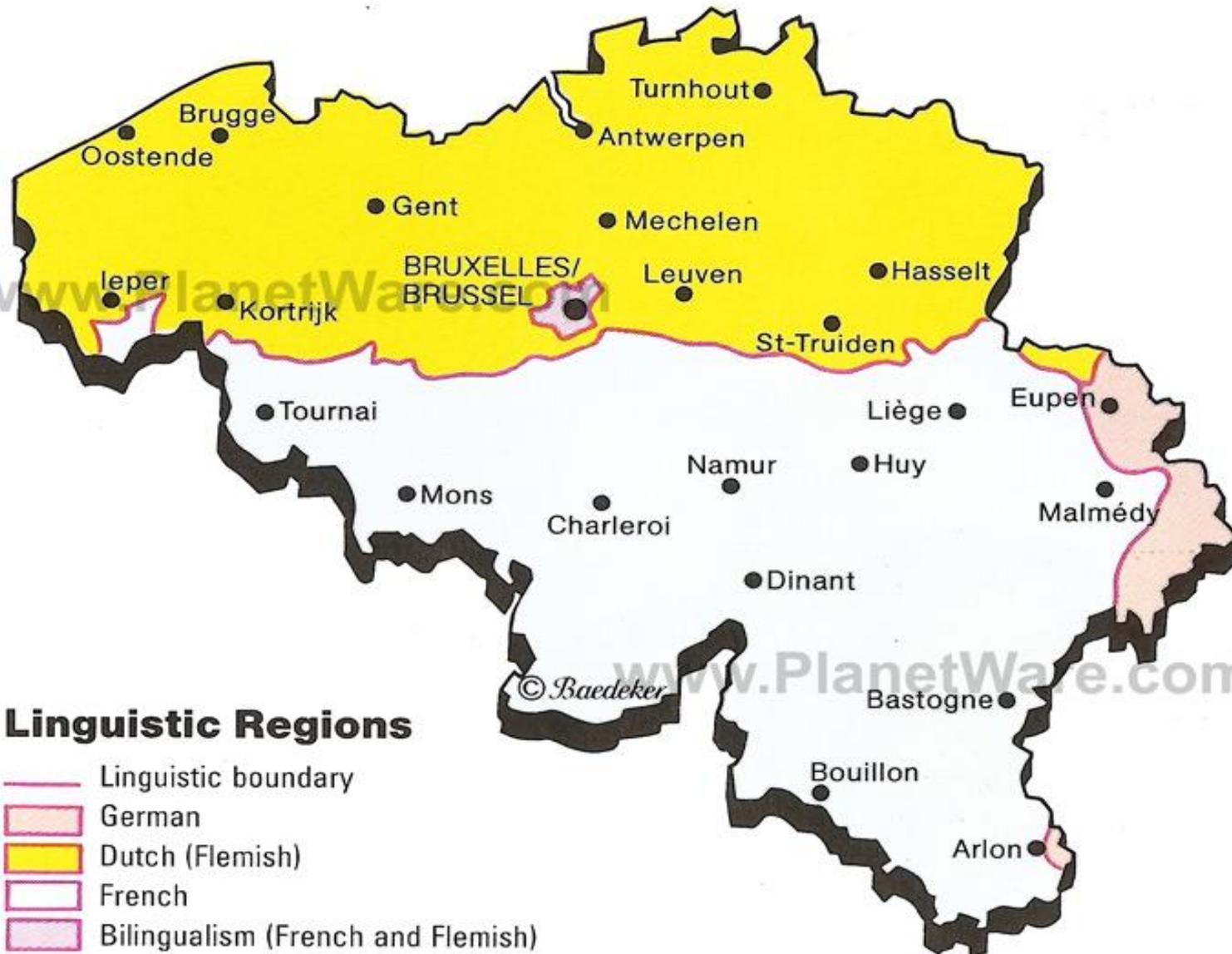
To accept a structuralist view of grammar as reflecting the competence of ideal speakers living in hypothetical uniform communities is not only congenial to innatist, biologized conception of language abilities

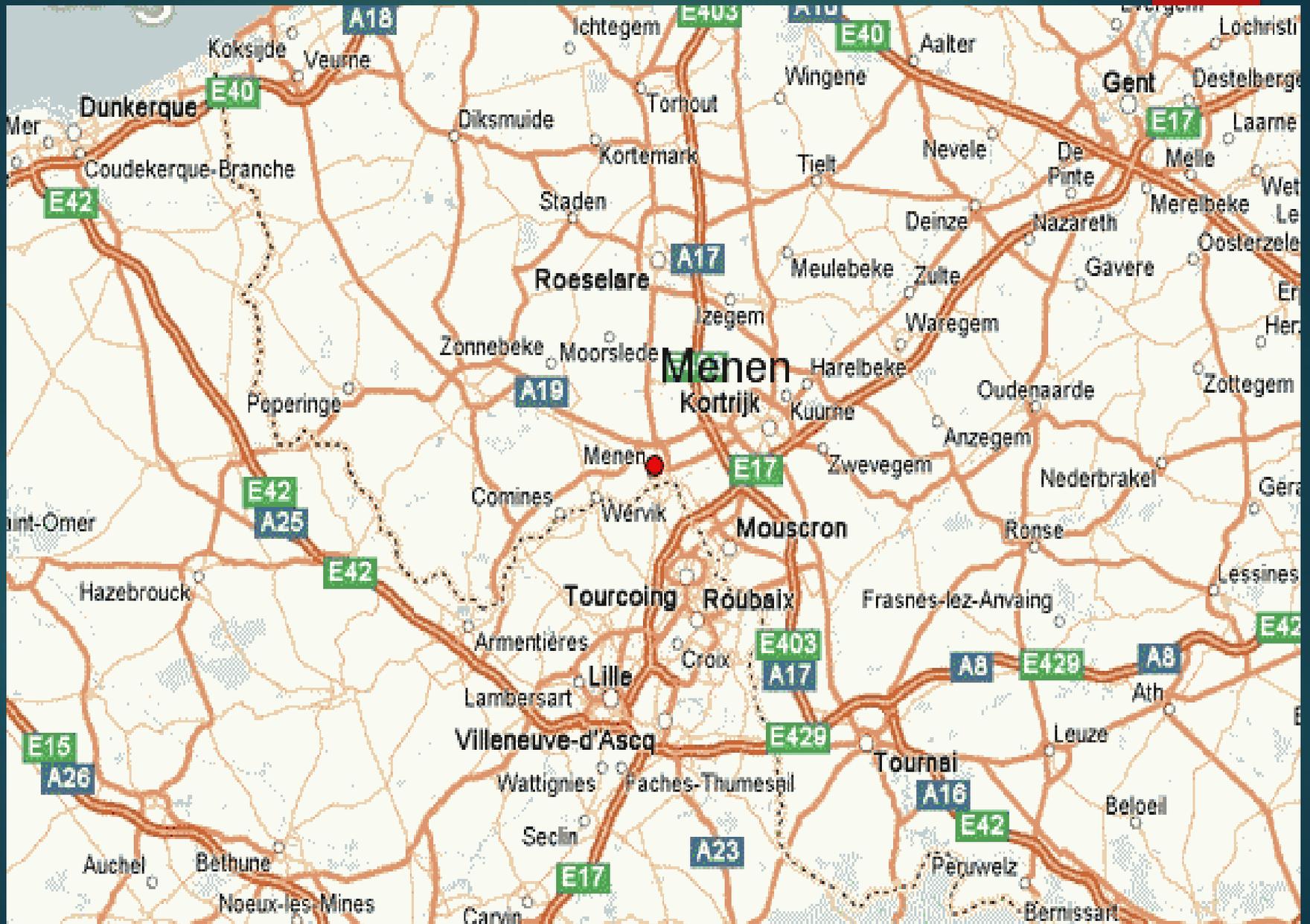
Gumperz & Cook-Gumperz

2005:271 (2)

[...] it also feeds into monoglot ideologies of language standardization [and processes of (de)legitimization: MS] . When these notions are applied to today's communicative ecologies, they are unable to account for the actual practices that speakers employ in pursuit of their day-to-day communicative goals.







OC Meneen



Exquisitely super-diverse:

- **Mobile people**
- Long term, short term, transitory, high skilled, low skilled
- **Complex trajectories** (A>B>A>C>B>A>D)
- High integration pressure from institution
- **High insertional** power in the economics of society
- (Sociolinguistic) background **not presupposable**

Asylum seeking centre



Local happenings here are shaped by events happening many miles away.

Also a place where monologic and dialogic spaces are often intertwined (see Blommaert et al. 2005)

Goals



- 1) Explore: how actual linguistic practices and institutional ideas of 'language' are reconciled (if ever) in L2 classrooms
- 2) How does 'language' lead to strategies of legitimization and de-legitimization
- 3) How do newly arrived migrants actually explore unfamiliar linguistic territories?
- 4) How do (non-formal) institutional figures react to these explorations?

Some numbers [on 14/03/2013]

- ▶ 10 from Afghanistan [9 M, 1 W, all of them but 1 started their procedure in 2012, 2 U.M.]
- ▶ 5 from DR du Congo [2 M , 3 W]
- ▶ 3 from Armenia [3 M, all of which started procedure in 2013]
- ▶ 3 from Azerbaidzjan [2 W, 1 M, all of which started the procedure in 2013]
- ▶ 9 from Bangladesh
- ▶ 15 from the Russian Federation [interesting how close this group had grown wto the Armenian 6 of them were A.M.]
- ▶ 22 from the rest

The voluntary teacher:

Miss Frida

She is retired

She has been a primary school teacher

She has been teaching Dutch as L2 for the past 12 years

She comes in once a week

She has been to Africa once : Kenya, for holidays

She has a limited proficiency of English

She has learnt English mostly by working with the residents at the centre

The purpose of the lesson

Following the first informal chat I had with Miss Frida, her students vary in numbers but they all first need to know words in Dutch, how to pronounce them properly and from the basics, as she herself defines it, they can move to writing those words.

Nel , Mel , miel en Roos

▶ **Go to Extract 1**
What's going on?

Mus

▶ **Go to Extract 2**

Mus: zelfst.naamw.

Uitspraak: [mys] Frída: [meus]



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The techniques

Huizenga (1997:30) : direct and indirect strategies

▶ **Indirect** spelling strategies: phonological

Phonological: 'schrijf, zo als je spreekt'

'write as you say it'

Frida: 'say it as you see it written'

Is it really just about mapping phonemes onto graphemes?

Although a bad pronunciation is bad, the weight attributed to it depends on the mistake one has made, on who has made that mistake, and on the situation [I would say on the 'space-time' compression] in which that very mistake was made. (see also Bezemer 2003)

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- ▶ A [pronunciation] mistake, as any form of language use, is linked to the ‘complex associative network that underpins ideological expectations that a particular type of language will be used by particular types of persons doing particular types of things in particular types of situations’ (Ochs 1996: 417)

From the retrospective interview

- ▶ 'There are people who fancy drinking coffee, I love people and I have been doing this for the past 12 years'
- ▶ I understand what you are getting at, but I have asked what is your experience with schooling. The answer was 'goat', that means therefore that they know how to have goats to breed and no more than that'
- ▶ After being asked about her experiences abroad: '[...] and their languages , they are so beautiful, but they are not really languages, It is all a matter of hands and feet at times in those countries'

What happens?

- ▶ Frida draws heavily on what at a first glance I would refer to Vygotskian scaffolding (extract 1)
- ▶ Frida calls upon a notion of romantic monolingualism where the authority of the native speaker can hardly be challenged by the learner, although the learner might as well be right (extract 1)
- ▶ Her students are using their biographical language repertoires acquired during their asylum trajectory (use of German in constructing a question) but they also draw their mapping of phonemes onto graphemes on the basis of their repertoires (the sparrow accident) (extract 1 and 2)
- ▶ Frida holds the license to cross (extract 1 reprimenting, extract 2 doing)

Some final considerations

- ▶ These texts and grammatical exercises are all emblematic of some form of institutional pressure to integrate foreigners
- ▶ Given them 'A bit of Dutch spoken life' that they should be greatfully and heucaristically consuming, because if you take a piece of Dutch spoken life they will (eventually) be like me

Is there an institutional interpellation in those worksheets that we have seen?

YES there is!

The interpellation is what kind of person are you know, what kind of person we welcome you to become.

Toward a critical post-structural sociolinguistics

- ▶ Any understanding of **language is ideological** and it is reminiscent of **a 'paradise lost'** – see de Multiculturele Drama (NRC Handelsblad 2010)
- ▶ It is necessary to situate contemporary language ideological processes within the **contemporary globalised world order.**
- ▶ Individuals and communities are not just out there to be policed.
- ▶ They are socio-cultural, socio-political and socio-linguistic products of chronotopicity (compression time-space) that call for ethnographic intervention.
- ▶ Ultimately, there is a need to shift from discussions of languages **toward a discussion of Linguaging**

A new speaker for Europe?

