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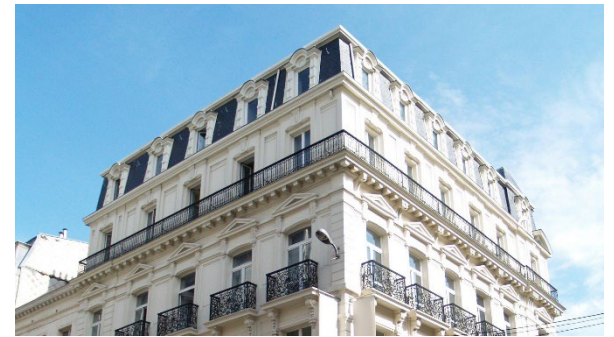
Language learning in the Dutch speaking area of Belgium and the Netherlands

19th EFNIL Conference, Vilnius, Lithuania, 2022

Overview

- The Union for the Dutch language (Nederlandse Taalunie)
- Context of second language learning in the Netherlands and Flanders
- Advisory report on language and newcomers (2019)
- 3 projects:
 - *NT2-beginnersdoelen*: tool for selecting learning goals
 - Good practices of organizing (language) learning for NAMS
 - Research on the impact of language learning on the lives of expats

Union for the Dutch language



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Union for the Dutch language

- Develops and promotes policy on Dutch in the Netherlands, Flanders and Suriname & champions the Dutch language around the world
- Focus areas:
 - Standard language
 - Language varieties and plurilingualism
 - Education of Dutch within and outside of the language area
 - Language and culture
- Roles: connect, advise, finance

L2 learning in The Netherlands and Flanders

	The Netherlands	Flanders
> 18y <i>Integration</i>	<ul style="list-style-type: none"> • 3 routes: <ol style="list-style-type: none"> 1. B1-route 2. Education-route 3. Z-route • Goal: B1 • Coordinated by municipalities 	<ul style="list-style-type: none"> • 3 types of courses: <ol style="list-style-type: none"> 1. Regular L2 2. Higher education 3. Literacy • Goal: A2 / B1 • Coordinated by agency for integration
12y – 18y <i>NAMS</i>	<ul style="list-style-type: none"> • ISK • Focus on Dutch • Other subjects like math • 2 years 	<ul style="list-style-type: none"> • OKAN • Focus on Dutch • Tutoring in a regular class • 1 - 2 years
< 12y <i>NAMS</i>	Different options: education in regular classes or newcomer classes/schools	

Advisory report on language and newcomers

- At the request of the Committee of Ministers
- Based on a review of research and policy documents
- Conducted by a group of experts in the field
- Includes examples of good practices



Advisory report on language and newcomers

Recommendations:

1. Customized learning
2. Target situation
3. Broad intake
4. Monitoring
5. Integrated learning
6. Competent (L2) teachers
7. Language contact
8. Digital literacy
9. Research

Tool for selecting learning goals

- Focus on real life goals
- 10 every day domains
- Can do-statements
- Formal and informal learning

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Newcomers in secondary education

- ISK & OKAN classes
- Up to 2 years of special education, focused on language learning

But: What happens after those 2 years?

Newcomers in secondary education

- Group of 8 experts
- School visits → good practices
- Focus on:
 - Continuity
 - Strong (language) policies
 - Teacher competences
 - Student well-being
- Recommendations expected by May '23

Research: language learning by expats

- “What impact does learning Dutch have on the well-being, participation and retention of expats?”
 - What impact on well-being & participation (professionally & personally)?
 - What impact on retention of expats?
 - How to measure impact?
 - Can the return of language lessons be measured?
- Co-financed by Taalunie

Questions?

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