

Landelijke Netwerkdag voor Taalspecialisten
Utrecht, 15 mei 2019



Op naar een nieuwe meertalige norm?

Elma Blom
Orthopedagogiek



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Hoe hebben jullie je moedertaal geleerd? En van wie?

School?

Ouders?



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Gesprek tussen Laura en haar moeder

- Laura: 'mij. Mij doen.'
- Moeder: 'mij doen', mij doen' (imiteert L.)
- Laura: mij doen.
- Moeder: ikke doen.
- Laura: mij
- Moeder: ik doen
- Laura: mij doen, hè?
- Moeder: 'ja'.



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Kinderen zeggen dingen die ze nooit gehoord hebben

- loopte, liepte
- gevalt, afgewast
- krokodils, paards
- een mooie huis
- boden, rakedden
- goeder, beterer
- hij bent, wij maggen, ik heef
- die broek is glijbaar



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Kinderen leren regels waarover ze geen enkele instructie krijgen

De grote auto
Grote auto
Een grote auto
Het grote paard
Grote paarden
Een groot paard



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"Toen onze Tweede Kamervoorzitter Khadija Arib naar Nederland kwam was ze vijftien. Nog een klein restje **taalspons** had ze over. Maar van **volautomatisch** Nederlands oppikken is op die leeftijd al geen sprake meer."

Column Liesbeth Koenen in de Telegraaf

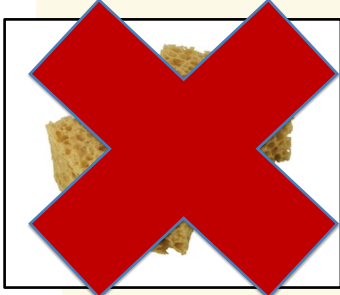
"Kinderen zijn kleine leermachines, **onverzadigbare taalsponzen**, wonderlijke wezentjes die over verbazingwekkende vermogens beschikken."

Weblog



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De volautomatische taalspons



Meertaligheid is een probleem

People believe that if children grew up with two languages, they would have two heads, they would be confused that their heads would be doubled, but halved," said a linguist in 1890. "The use of two languages in the home produces mental retardation," said another in 1920.

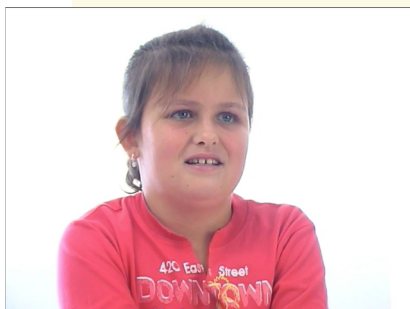
Exclusieve focus op Nederlands



Hoofdpunten

- Diversiteit in taalontwikkeling
 - Kinderen zijn geen volautomatische taalsponzen
- Talige diversiteit
 - Meertaligheid is geen probleem
 - Moedertaal van NT2 kinderen is belangrijk

Wat is TOS?



Taalontwikkelingsstoornis

- 5-7 %
- 5,8 mln kinderen en jongeren in Europa
- Kinderen met TOS zijn geen taalsponzen, maar ook kinderen zonder TOS leren taal **niet** vanzelf.

Minder aandacht, minder taalleren

- Taalontwikkeling vraagt aandacht
- Experimenten:
 - achtergrondgeluid is belemmering
 - telefoon verstoort woordleren



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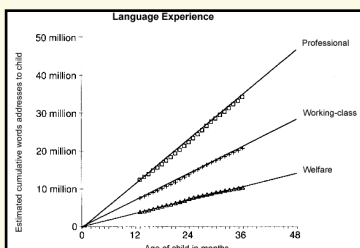
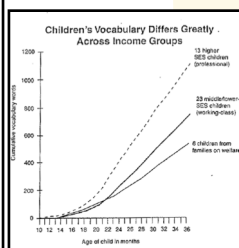
Geen taalaanbod, geen taal



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Taalomgeving thuis

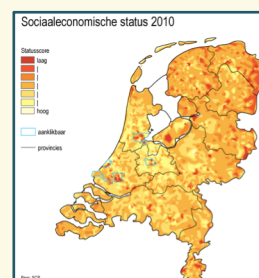


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Sociaal-economische status

- Minder (verschillende) gebaren en woorden, kortere zinnen, minder vragen en interactie
- Interventie: **Talk more, take turns, tune in**



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Conclusie

- Grote diversiteit in talige ontwikkeling (los van meertalige taalontwikkeling)
- Taalontwikkeling gaat niet vanzelf
- Kinderen hebben aandacht en rijke taalomgeving nodig en iedereen kan hieraan bijdragen!



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Meertaligheid

- Wereldwijd, en op veel plekken in Nederland, is **meertaligheid de norm**.



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Definities

- Individuals who have "native-like control of two languages" (Bloomfield, 1933)
- Individuals who are fluent in one language but who "can produce complete meaningful utterances in the other language" (Haugen, 1953).
- "Individuals who receive regular input in two or more languages during the most dynamic period of communication development – somewhere between birth and adolescence" (Kohnert, 2010)
- Individuals "living in an environment where two languages are used" (Bialystok, McBride-Chang, & Luk, 2005)
- "individuals who use two or more languages (or dialects) in their everyday lives" (Grosjean, 2010)



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Meertaligheid

- Meertalige kinderen presteren vaak anders dan eentaligen, en dat is logisch:
 - Taalaanbod verdeeld over talen
 - Talen interacteren



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Woordenschat

- Vaak (niet altijd!) kleinere woordenschat in 1 taal, maar **niet** als woordenschaten "opgeteld" worden

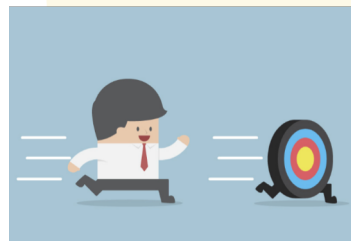


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Woordenschat

- "Moving target"

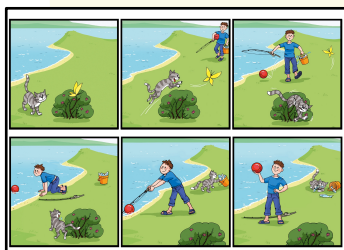


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Vertelvaardigheid

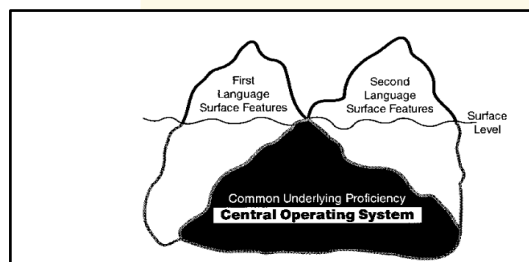
- Vergelijkbare vertelvaardigheid



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Transfer

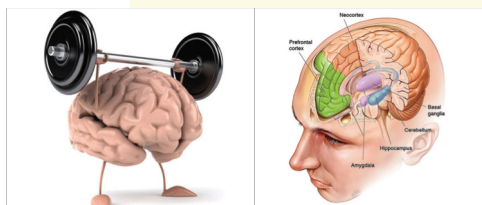


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Executieve functies

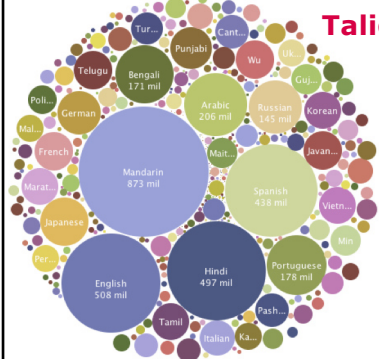
- Beter ontwikkelde executieve functies



Conclusie

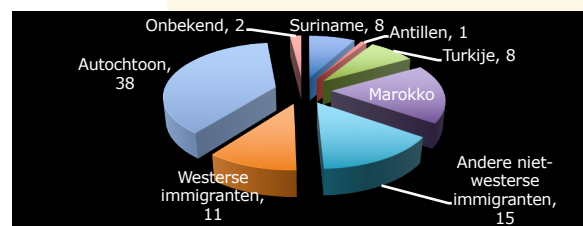
- Kinderen kunnen zonder problemen meerdere talen tegelijk leren.
- Fundamenteel verschil met eentaligen.
- Bewustzijn hiervan is essentieel om kinderen te begrijpen en waarderen.

Talige diversiteit



- Klanken: tussen 6 en 122 medeklinkers.
- Funciewoorden: veel of geen.
- Woordvolgorde: vast of vrij.

Grote variatie in moedertalen



Moeten we hier iets mee?

Ja, verschillende redenen:

- verschillen en overeenkomsten tussen moedertaal en Nederlands beïnvloeden **meertalige taalontwikkeling** en **Nederlands als tweede taal**
- moedertaal bepaalt **identiteit**
- moedertaal is **informatiebron**

Moedertaal als struikelblok



Verschillen tussen moedertaal en Nederlands leiden tot specifieke fouten, bijv:

- Chinese kinderen vervoegen werkwoorden niet
- Poolse kinderen laten lidwoorden weg

Moedertaal als springplank



- Verwante woorden zijn een kapstok (e.g. Kaiser, keizer, czaar)
- Vaardigheden geleerd in moedertaal kunnen worden overgedragen
- Ondersteuning in moedertaal helpt



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Moedertaal en identiteit

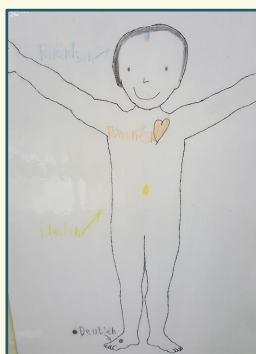
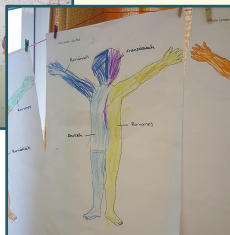
"English runs through my veins, while Spanish is in my heart"
(bilingual Spanish-English child)

What kind of damage are we doing to a child if we remove one of those components?
Ofelia García



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Taalportretten



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Moedertaal en welbevinden



Moedertaal in onderwijs:

- Goed voor welzijn, zelfvertrouwen en "ergens bij horen"
- Kan positieve invloed hebben op schoolprestaties
- Kan brug naar ouders zijn



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Moedertaal als informatiebron

KIND 1 (5 jaar)

*CHI: hij vindt ze bang
mij vinger opeet kippen .
*ADU: die kippen ?
*CHI: ja , mijn vinger
opeet .
*ADU: hoe kan dat nou ?

KIND 2 (5 jaar)

*CHI: deze um niet uh
ogen & o uh zien.
*CHI: toen zo een voet
kapot.
*ADU: ja.
*CHI: (.) & jo jongen hond
kapot



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Moedertaal als informatiebron

- Toetsen rekenvaardigheid in Arabisch en in Nederlands bij kinderen die uit Syrie gevlucht zijn (eind basisschool)
- Betere scores in Arabisch
- Ouderoordelen rekenvaardigheid correleert met testcores

Scriptie-onderzoek Zahraa Attar



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Plek in de klas. Maar hoe dan?

- Bewustwording van talige diversiteit en talige identiteit is belangrijk voor **alle** kinderen en gaat ook over bijv. dialecten, registers (straattaal, Whatsapp taal).
- Inzet van moedertaal:
 - functioneel
 - buddies & ouders
 - geen one-size-fits-all



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Translanguaging – leerlingen

- “My favorite language is English, but really, I am fine with switching all the time. It does not matter for me.” – Romanian student (15 years old)
- “I think my brain does not work like that. I can do like one thing at one time. Like one language at one time.” – student at international school (13 years old).
- “When we first moved, the school principal kind of forbade us to talk to each other in our mother tongue, which was so freaking unfair (...). We had just moved there, none of us had friends and none of us could talk and express herself in German. (...) Frankly speaking, I don’t think the teachers gave a damn.” – Romanian student (15 years old).



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Translanguaging – leerkracht

“As we saw this week, it does confuse some of the students and why is it always good to put them in that confusion? (...) some students would thrive on confusion because that makes them work it out and learn more. And some students, and I would have been one of them, would just drown. And as a teacher you need to make sure that you cater for both of those.” Sara D’Orazio (teacher)

Scriptie-onderzoek Anouk Ticheloven



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Het meertalige kind bestaat niet



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Thesis Anouk Ticheloven over translanguaging als een pedagogie
Artikel (in review) Ticheloven, Blom, Monagle, & Leseman

EXTRA SLIDES



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Debate 1.1 Terminology

People use terms in different ways. (...) In some ways, that is just part of the terrain. (...) Then on the other hand, there are people who have been working on these issues, even before the term came up right? So they don't necessarily call it translanguaging. – Nancy Hornberger (Scholar)



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Debate 1.1 Terminology (2)

I associate translanguaging with informal talk, as how it occurs spontaneously. And language use at schools is, by definition, not like that. – Jacomine Nortier (scholar)

I see translanguaging and use of the mother tongue in an educational environment such as this one as one of the same thing. – Sara D'Orazio (teacher and scholar)

Debate 1.2 Side-effects of using other languages

A parent complained (...), because the teacher allowed other languages during break time. Her kid was the only Bulgarian in the group and did not understand a word of what other kids were saying. – Frederike Groothoff (teacher and scholar)

Debate 1.2 Side-effects of using other languages (2)

At the end of the day it is all about being caring and respectful and that's it and as long as you drum that in there is no need for specific rules about languages. – Sara D'Orazio (teacher and scholar)

Debate 1.3 Desirability of a ground-up pedagogy

*(...) And you run the risk of top-down imposing, and, again, the risk of completely misunderstanding... (...). So, there is a discussion concerning what do we do with this. And there is the fear that when it gets into the hands of the wrong people...**that it is misinterpreted.** And then the conservative models will just continue to be perpetuated. – Sarah McMonagle (Scholar)*

Debate 1.3 Desirability of a ground-up pedagogy (2)

*(...) The next steps of what has to be learned, don't develop from what students already can and do, but they develop from an external perspective. (...). Learners don't know this next step. So (...), yes you have to take them aboard, but...**But you should not let them row themselves?** Exactly. – Ingrid Gogolin (Scholar)*

The goal is always the primary issue. My starting point needs to be: what do I want to achieve? – Paul Kirschner (Scholar)

Debate 1.4 Promultilingual stance?

I do think that (...) the scholarship takes a multilingual stance and I do think that this has some overall effects over time. (...) also the context of the world, more globalization and mixing (...). So I do think that maybe policy and practice are recognizing that there has to be more attention to the multilingualism in the classrooms, but I still think we have a very long way to go. – Nancy Homberger (Scholar)

Schools are still proud to disseminate the message 'at our school we only speak Dutch' – Jan de Jager (teacher)

Debate 2.1 mutism versus scaffolding as crutch

We all believe in full immersion. Don't we? **Those ideas are doubted as well.** Yeah.. Well, that is not me, I think it works. But (...) we are not robots. (...) And you don't want students that feel trapped in an environment where they cannot express. – Sara D'Orazio (teacher and scholar)

↓
Fear of mutism
↓
Fear of laying back
To be completely honest now, I fear that it is counterproductive for the learning process of the Arabic speaking students that you speak their language, Farid. – Nanda Kamphuis (teacher)



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Debate 2.2 English and other semiotic resources

Yeah, the smartboards make sense. You know, they do use visuals, paintings.. **Or sign language.** So yeah, I found that question interesting because you know.. It is also related to your final question, you know the future of translanguaging. One area that we have to study more is how do other semiotic resources combine with student resources to produce meaning. Like how they put together, so language **PLUS** – Suresh Canagarajah (scholar)



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Debate 2.2 English and other semiotic resources (2)

It feels like English is my new mother tongue.
– Syrian student living eight months in the Netherlands, 15 years old.

It feels like English defines me. It feels like home when I talk English. I really love to express myself in English, I don't know why..

– Romanian student living two years in Germany, 15 years old.



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Debate 2.3 Recognition of affective function

Of course we see that students cannot do without their own languages. When they are sad. When they are having a fight. This involves emotion. (...) And then we find a solution, (...) And then it is really no problem when they use their own language.
– Nanda Kamphuis (teacher).



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Debate 2.3 Recognition of affective function (2)

When we first moved, the school principal kind of forbade us to talk to each other in our mother tongue, which was so freaking unfair (...). We had just moved there, none of us had friends and none of us could talk and express herself in German. (...) Frankly speaking, I don't think the teachers gave a damn. – Romanian student living in Germany, 15 years old.

I miss my mother tongue when I want to make a joke. – Chinese student, 14 years old, living six months in Netherlands.



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Debate 3.1 Effort

In a bilingual classroom it is not much of a problem because they all share a language (...). But here... It takes time. The gain in terms of learning... (...) sometimes it takes too much time. – Sara D'Orazio (teacher)

↓
And I know it sounds like a lot of work, but I do think it has an accumulative effect. Once you are doing it, you can settle patterns and principles for another teacher. Not every teacher needs to do it for each new lesson. Does that make sense? – Nancy Hornberger (scholar)



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Debate 3.1 Effort (2)

My mother sometimes texts me in Bosnian, but spelling is something completely different, I always reply in Dutch, which she perfectly understands as well. – Dutch Bosnian student, 20 years old.



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Debate 3.2 Confusion

I think my brain does not work like that. I can do like one thing at one time. Like one language at one time. – student at international school, 13 years old.



My favourite language is English, but really, I am fine with switching all the time. It does not matter for me. – Romanian Student in Germany (15 years old)



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Debate 3.2 Confusion (2)

As we saw this week, it does confuse some of the students and why is it always good to put them in that confusion? (...) some students would thrive on confusion because that makes them work it out and learn more. And some students, and I would have been one of them, would just drown. And as a teacher you need to make sure that you cater for both of those.

- Sara D'Orazio (teacher)



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