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Langues et Lettres

'Crossovers' in the Flemish education system:
An exploratory study

Contents

- Language policies in Belgian education systems

- Exploratory study

- Next steps

- Conclusions

Language policies Belgian education (Mc Andrew, 2013)

- Educational structures in Belgium: 'the most complex of the cases discussed in this book. The large number of structures, both governmental and educational, is beyond compare' (McAndrew, 2013: 25)
- **Three economy-based** regions: Flanders, Wallonia and Brussels-Capital Region
- **Three language-based** communities: Dutch, French and German-speaking
- **Two pillars**: secular and religious
- **Four levels** of **organizing authority**: communities, provinces, municipalities, and civil society associations
- (!) **Brussels region**: FL + WL education systems side-by-side

Language policies Belgian education (Mc Andrew, 2013)

1830 – 1932

- In theory: Wallonia (French) and Flanders (French and Dutch)

- In practice: French remained 'the dominant language in both [Flemish and Walloon] school systems, which reflected the status of this language with the upper social classes and political elites of the two groups' (Mc Andrew, 2013: 26)

- The law of 14 July 1932: use of Dutch in primary and secondary schools

- Catholic schools dominated the system and were slow in changing teaching practices → **French still privileged position**

Language policies Belgian education (Mc Andrew, 2013; Van der Jeught, 2017)

1960s

- The law of 30 July 1963

- Prescribed use of Dutch, French and German as language of instruction

- Based on: constitutional division of the state into four language regions

Today

- Quite unequivocal

- Pupils in Flanders and Wallonia study in Dutch or in French respectively

- (!) French: taught as a subject in Flanders >< in Wallonia Dutch (as a foreign language) is often optional

- **Another possibility: crossing language boundary to attend school**

Exploratory study – Terminology

- 'Crossovers' (McAndrew & Eid, 2003; McGlynn et al., 2009): **non-native speakers who cross language boundaries in order to attend school**

- Canada: identity (Magnan, 2010; Pilote, 2006) or education (McAndrew, 2013)

- Belgium: in particular in the case of Brussels

- Emphasis on own and parental attitudes/motivations (Mettewie, 2004 and 2007; Van Mensel, 2014)

- Babault & Puren (2005): sociolinguistic research, focus on families, border region with France

Exploratory study – Methodology

- **Impact of inter-community 'crossing' of French-speaking pupils into primary and secondary schools in the Dutch-speaking area of Belgium *as a whole*: lacuna current debate**

- Describing and mapping the increase of Walloon pupils in the Flemish education system

- Data: the Flemish Department of Education and Training (*Dataloep*)

- Processing data (*Excel*)

- Mapping quantitatively and geographically (*Batchgeo*)

- Dedicated website: www.crossoversinbelgium.com

Vlaanderen
is onderwijs & vorming

| 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |

Cijfers per schooljaar   Kaart   Evolutie   Wat zie ik ?

Gemeente woonplaats

Aalst
Aalter
Aarschot
Aartselaar
Affligem
Alken
Alveringem
Anderlecht
Antwerpen
Anzegem
Ardooie
Arendonk
As
Asse
Assenede
Avelgem
Baarle-Hertog
Balen
Beernem
Beerse
Beersel
Begijnendijk
Bekkevoort
Beringen
Berlaar
Berlare
Bertem
Bever
Beveren
Bierbeek
Bilzen
Blankenberge

Overzicht — mobiliteit   Mobiliteit: waar gaan de leerlingen die wonen in de geselecteerde gemeente naar school?

Selecteer in de linker kolom één gemeente.

A1   Vestigingsplaats: Gemeente

	A	B	C
1	Vestigingsplaats	Woonplaats: Ger	Aantal
2	Leuven	Andenne	1
3	Leuven	Arlon	1
4	Leuven	Beauvechain	93
5	Leuven	Braine-le-Château	1
6	Leuven	Braives	1
7	Leuven	Chastre	2
8	Leuven	Chaudfontaine	1
9	Leuven	Chaumont-Gistou	3
10	Leuven	Court-Saint-Etien	1
11	Leuven	Eghezee	3
12	Leuven	Enghien	1
13	Leuven	Frasnes-lez-Anva	1
14	Leuven	Geer	1
15	Leuven	Gembloux	1
16	Leuven	Grez-Doiceau	117
17	Leuven	Hannut	2
18	Leuven	Helecine	8
19	Leuven	Incourt	13
20	Leuven	Jodoigne	31
21	Leuven	Lasne	3
22	Leuven	Liege	6
23	Leuven	Lincent	1
24	Leuven	Marche-en-Fame	1
25	Leuven	Mons	2
26	Leuven	Mont-Saint-Guib	1
27	Leuven	Namur	1
28	Leuven	Nivelles	1
29	Leuven	Orp-Jauche	3
30	Leuven	Ottignies-Louvair	6
31	Leuven	Oupeye	3
32	Leuven	Perwez	3
33	Leuven	Pont-a-Celles	1
34	Leuven	Ramillies	3
35	Leuven	Rendeux	1
36	Leuven	Rixensart	5
37	Leuven	Sankt-Vith	1
38	Leuven	Silly	3
39	Leuven	Sombreffe	1

08-09 SO   16-17 SO   klad   Arlon   Namur   Luxemburg   Antwerpen   Leuven

Gereed

Vestigingsplaats: Geme…	Woonplaats: Gemeente	Aantal
Leuven	Andenne	1
Leuven	Arlon	1
Leuven	Beauvechain	93
Leuven	Braine-le-Château	1

(Vergeet geen kolomhoofd in te voeren - Je kunt ook onze Spreadsheet Template proberen, of klik op "Nu in kaart brengen" en probeer het uit met onze voorbeeldgegevens.)

Valideer & Stel opties in   Breng nu in kaart

Done: 3 columns, 49 rows - scroll down to Validate & Set Options

Valideer & Stel opties in

Wij hebben onze beste inschatting gemaakt van jouw gegevens, maar kijk onderaan even na indien alles ok is.

Basis Opties

		Markeer box voorbeeld
Regio	International	Leuven Andenne, 1
Locatie / Adres	Vestigingsplaats: Gemeente	
Stad / Provincie	Woonplaats: Gemeente	
Staat / Provincie / Postcode	Aantal	
Zip / Postcode / Land	geen	
Groepeer door / Thematische Waarde	Single Color	

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Where do Walloon 'crossovers' go to school?

'CROSSOVERS' IN THE FLEMISH EDUCATION SYSTEM: AN EXPLORATORY STUDY

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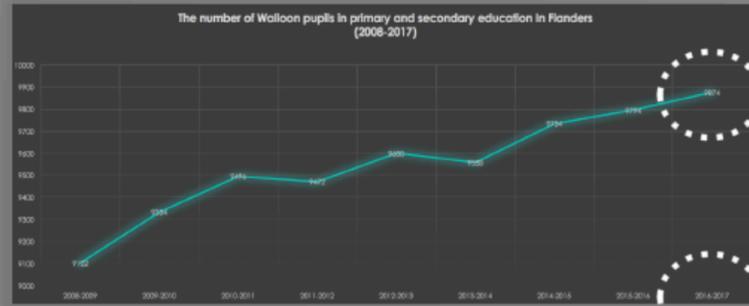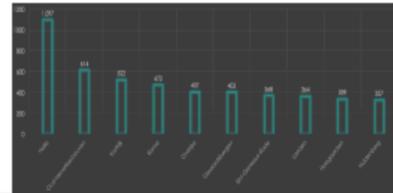
ATTRACTION (2016-2017)

- **MACRO:**

  The percentage of Walloon pupils in Flemish education (primary and secondary), **per Flemish province.**

- **MESO:**

  The amount of Walloon pupils in Flemish education (primary and secondary), **per Flemish 'hotspot'** (top 10).

ABSTRACT

Official statistics of the Flemish Department of Education and Training indicate that in the **past decade (2008-2017)** the **number of French-speaking (Walloon) students in the Dutch-speaking (Flemish) education system increased exponentially**. To illustrate, today **secondary education** installed by the Flemish Community hosts **21% more** Walloon youngsters than ten years ago. This means that these students have to **cross language barriers** since they find themselves in a unilingual education system, which is exclusively tailored to the needs of the children of the (local) dominant language community (Mc Andrew 2013).

This type of non-native speakers who cross language boundaries in order to attend school are called **'crossovers'** in Canadian literature (Mc Andrew & Eid 2003). The phenomenon has been studied broadly by Canadian researchers, focusing on aspects such as identity (Magnan 2010) or education (Mc Andrew 2013). In Belgium, in particular in the case of Brussels, 'crossovers' have received ample attention in research, with an emphasis on their motivations and attitudes (Mettewie 2004). Nevertheless, the **impact of inter-community 'crossing' of French-speaking students** into primary and secondary schools **all over Dutch-speaking Belgium** has **not** been extensively examined.

The **first stage** of this PhD project consists of **mapping the increase of Walloon pupils in the Flemish education system**, something which is unprecedented. In this way, it will be possible to present a **quantitative and geographical overview** of this phenomenon, and potential trends, hotspots or networks could be deduced. A next step could be to zoom in on the precise motives of these so-called 'crossovers'. (*References: see hand-out*)
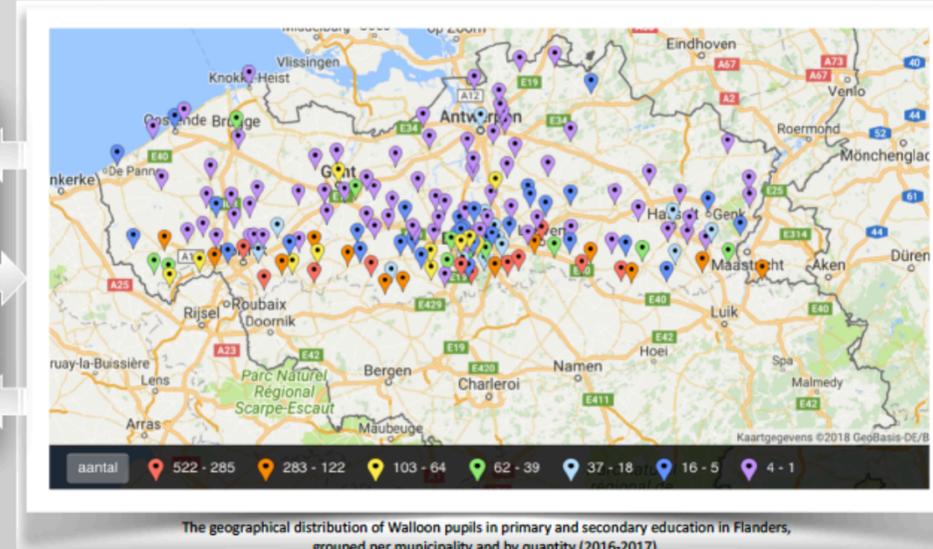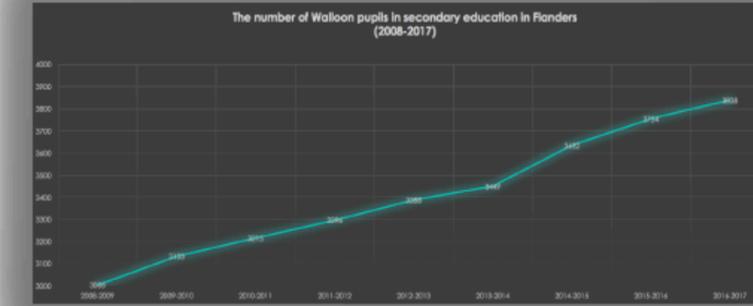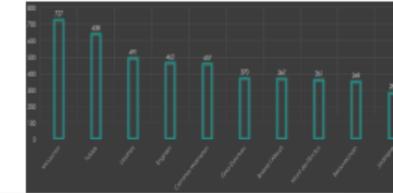
MOBILITY (2016-2017)

- **MACRO:**

  The percentage of Walloon 'crossovers' in Flemish education (primary and secondary), **per province of domicile.**
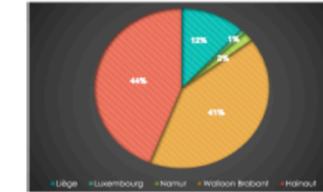
- **MESO:**

  The amount of Walloon pupils in Flemish education (primary and secondary), **per city of domicile** (top 10).

The number of Walloon pupils in primary and secondary education in Flanders (2008-2017)

The geographical distribution of Walloon pupils in primary and secondary education in Flanders, grouped per municipality and by quantity (2016-2017).

The number of Walloon pupils in secondary education in Flanders (2008-2017)
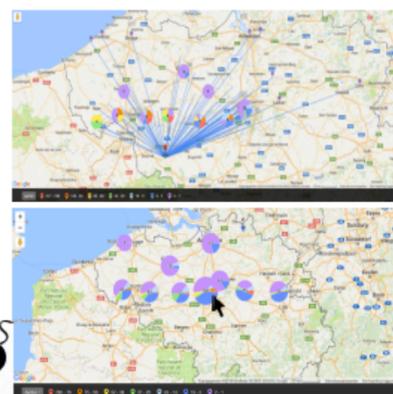
ATTRACTION (2016-2017)

- **MICRO:**

  The amount of Walloon 'crossovers' in **each primary and secondary school in Flanders** which hosts this kind of pupils.
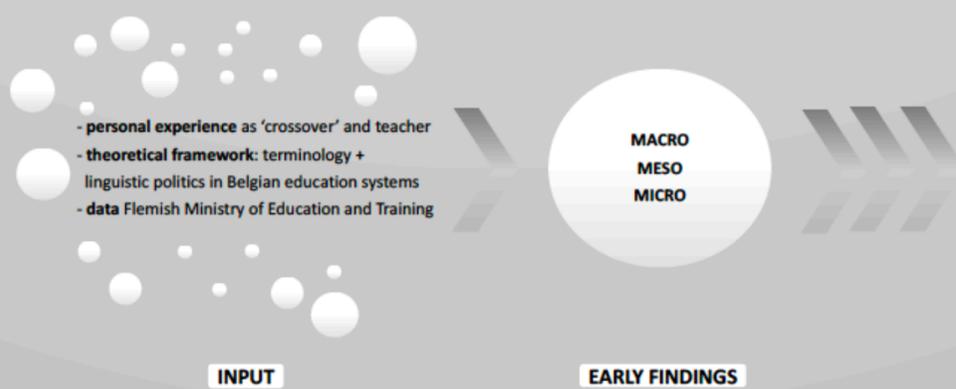
  Interesting for school authorities: "Where do our Walloon pupils come from?"

  Highest amount of 'crossovers' per **school** according to our data: **282.**

  !!! Interactive maps (*see website*).

EVOLUTION OF THIS PHD PROJECT (1st year)

- **personal experience** as 'crossover' and teacher
- **theoretical framework:** terminology + linguistic politics in Belgian education systems
- **data** Flemish Ministry of Education and Training

INPUT

MACRO
MESO
MICRO

EARLY FINDINGS

FURTHER RESEARCH

- **SOME OF THE RESEARCH QUESTIONS:**

  - Can we explain the increase of French-speaking students in Flemish education?
  - How do French-speaking youngsters look back upon (= retrospection) a school career in a Flemish context?
  - ... (*See hand-out for more questions*)

- **HYPOTHESES:**

  - PISA tests illustrate that the Flemish education system scores significantly better than the schooling in Wallonia.
  - Increasing economic importance of Dutch.
  - The poor quality of Dutch classes in Walloon schooling.

- **NEXT STEPS:**

  !!! Getting feedback on project; coming in contact with international researchers in this field; analysing data 2017-2018 + updating website; interviewing former 'crossovers'; ...

Want to know more about my research? Please contact me or have a look on www.crossoversinbelgium.com

Next steps?

- **Exploratory study** as an **essential starting point**

- Popularizing character → significant media coverage in Belgium

- Quantitative and geographical range of the phenomenon

- **Now** focus on the **development** of my **research project**

- *Examining linguistic 'crossing' of French-speaking learners of Dutch in Belgium: A longitudinal approach to L2 proficiency development*

Next steps – Purpose

- L2 proficiency development can be approached from different perspectives

- **Use of *chunks***: excellent discriminator (Verspoor, Schmid & Xu, 2012)

- Multiword units, formulaic sequences, MEU (Westoff, 2007; Wray, 2002: 9)

- 'more or less fixed word sequences characteristic of fluent native-like language use'. Smiskova-Gustafsson (2013: 81)

- "Real" chunks >< "Quasi" chunks (Westhoff, 2007)

Next steps – Purpose

- [Typology](#) of *chunks* (Granger & Paquot, 2008: 43-44; Smiskova-Gustafsson, 2013: 139-140).

- Referential, textual and communicative

- E.g. *heavy rain*; *in other words*; *you're welcome*

- Characteristic feature of native-like language use, spoken and written (i.a. Wray, 2002)

- Processing advantages and social function (Smiskova-Gustafsson, 2013: 6)

Next steps – Purpose

*Chunks are often a distinguishing factor between native and non-native speakers (Pawley & Syder, 1983), between natural, idiomatic ways of expression and what may be rather awkward-sounding (though grammatically correct) use of language. Native-like chunks not only help L2 learners sound fluent, accurate and authentic, they also have the potential to speed up linguistic development (Eyckmans, Boers, & Stengers, 2007; Pawley & Syder, 1983). **Clearly, when tracing the acquisition of L2 in relation to native-like norms, chunks are a highly relevant developmental variable.*** Smiskova-Gustafsson (2013: 2)

Next steps – Purpose

Main aim:

- **Analyze language development, particularly development of *chunks* in French-speaking learners of Dutch who attend Flemish schools**;

- Through examining written learner texts;

- Focus on low, intermediate and high proficiency groups;

- And variability within learners.

Next steps – Methodology

- **Longitudinal**
  Frequent measurements; 1st-3rd-5th year of secondary; 2 years

- **Dynamic Systems Theory** (i.a. Verspoor, de Bot & Lowie, 2011)
  Examine the variability in individual trajectories
  Capture a more detailed developmental process

- **Usage-Based** (i.a. Tomasello, 2003)
  Learning of constructions through usage; mapping form onto meaning
  Frequency of forms in input = important factor language learning

Next steps – Data

- Aimed at French-speaking 'crossovers' in Flemish secondary schools
- 3 schools (geographically well-balanced)
- n=30
- Different measurements during two years of their secondary school education
- Writing tasks (informal subject: e.g. *holiday*)
- Advantages writing: e.g. more reflection → complexity conceptually and linguistically; easier to collect (Smiskova-Gustafsson, 2013: 52)
- Sociolinguistic questionnaire in order to interpret background and contextual information

Next steps – Research questions

- Do high-proficient L2 learners use more chunks / chunk types than their low-proficient counterparts?

- When zooming in on one (average) chunk profile of each proficiency level (low-intermediate-high) from a longitudinal and DST perspective, would we discover qualitative differences in the development of these individuals?

- What are the most frequent types of errors produced by learners of Dutch (in a situation of 'total immersion') across different proficiency levels?

Conclusions

- Preliminary study: essential starting point
- Further course: L2 proficiency development of French-speaking 'crossovers'
- Use of *chunks*
- Longitudinal, dynamic usage-based approach
- L2 writing tasks
- Capture both between-group differences and individual development

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