



אוניברסיטת תל אביב
جامعة تل أبيب
TEL AVIV UNIVERSITY

בית הספר לחינוך על-שם היים וג'ואן קונסטנטינר
كلية التربية على اسم حاييم وجوان كونستانتينر
THE JAIME AND JOAN CONSTANTINER SCHOOL OF EDUCATION

התכנית לחינוך רב לשוני - הבימה למחקר
برنامج التربية المتعددة اللغات – منبر البحث
The Multilingual Education Research Seminar

יום חמישי, 22/11/2018, 16:15-17:45, בניין טרובוביץ, חדר 101
Thursday, 22/11/2018, 4:15-5:45 pm, Trubowicz Building, Room 101

Beyond Binaries: How to Integrate Multilingualism and Language of Schooling in Education?

Prof. Piet Van Avermaet
Ghent University

Since the first 2000 PISA findings, we know that socio-ethnic inequality in education is a tenacious and persistent problem in many European countries. In explaining this inequality, language (i.e. knowledge of the dominant language) is often presented by policy makers as the main – if not the only – causal factor. This incorrect causal interpretation has strongly impacted language policy making of the last 15 years in many European countries. For almost two decades, knowledge of the dominant language has been seen as the main lever for school success. However, the recent 2015 PISA-data show that the inequality gap has not been reduced. On the contrary, social inequality in education seems to have grown in some countries.

Independent of the fact that schools, as social and learning spaces, are multilingual, and although there is no empirical evidence for the effectiveness of an exclusive L2 submersion model, many European countries maintain a monolingual policy, whereby children have to be submersed in the dominant language as a condition for school success. This often leads to school policies and classroom practices where children's multilingual repertoires are banned, not exploited, and where children are sometimes being reprimanded or even punished for using their multilingual repertoire in daily school and classroom interaction.

In this paper, I will discuss the counterproductive effects of excluding immigrant children's multilingual repertoires in education. I will argue for a policy where multilingualism and the acquisition of the language of schooling can be interwoven.

The lecture will be held in English.

Lecturers, researchers and students are invited.