

## Only Standard Dutch in the L2 classroom? Perceptions of teachers towards language-in-education policy in Flanders

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Newcomers settling in Flanders, the Dutch-speaking part of Belgium, face a complex language situation and experience a strong contrast between Standard Dutch advocated in policy documents and education on the one hand (Homans 2014; Vandenbroucke 2007) and the multitude of non-standard language use they encounter in daily interaction on the other hand (see e.g. De Caluwe 2009). This contrast between policy and language reality leads to high levels of frustration amongst newcomers who feel that their efforts to meet the imposed standard language requirements do not translate into better communication and integration in linguistic reality (as indicated by e.g. Jaspers 2012).

The heavily polarized landscape and newcomers' feelings of frustration present L2 teachers of Dutch with difficulties: should they solely focus on Standard Dutch in class or should they take the actual language situation more into account? To shed some light on this issue, I conducted and analysed interviews with twenty L2 teachers. During my talk, I will elaborate on the way(s) in which these teachers perceive and evaluate the gap between policy and practice.

### References

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