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## Charming as they may be, those languages are no language really: An ethnographic enquiry into mismatching expectations about language in a Dutch as L2 classroom

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The present contribution deals with the teaching of Dutch as a second language to asylum seekers in Flanders, Belgium. More specifically, it investigates the practical professional knowledge of a voluntary teacher taking a peak into her meta-pragmatic judgements about her students' literacy skills (or lack thereof).

It is through an ethnographically rooted analysis of a classroom episode - reconstructed following the technique of the key incident approach (Kroon & Sturm 2000) – that this contribution shows that those students who are addressed as learners “whose languages are no real language really” manage to challenge the teacher's authority by building on their previously accrued multilingual repertoires. Considering these repertoires were accrued while these students' were engaged on their way to a place where to ask for asylum, this contribution concludes by reflecting on the role of formal language teaching and ponders whether and how informal and non-formal language learning deem to be considered more thoroughly in the Dutch as a second language classroom.