

Competence-based Learning & English

How can competence-based learning and the Common European Framework be integrated in English lessons at Dutch MBO schools?



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Preface

This survey has been carried out as my final project of my studies at Fontys Higher Education, EFL Teacher Training, Sittard.

Here I explore how competence-based learning and the Common European Framework (CEFR) can be integrated in English lessons at Dutch MBO schools (Vocational education). I describe the teaching methods used and give advice on how it could work more efficiently; I explain future goals and the importance of including the entire team in language lessons.

I would like to thank my colleagues at Leeuwenborgh College for answering my questions and explaining the system. I would also like to thank my manager, Ron de Ruijter, for helping me getting started, listening to my ideas about the changes in the CEFR English lessons and giving me feedback to work with.

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Introduction

When I started working at Leeuwenborgh College in August 2007 I soon discovered that, although competence-based teaching and the Common European Framework had already been integrated, the English lessons were not providing the quality expected. Students were not up to standards and teachers were charged with too much work.

When I was talking to the management about this, they asked me to explore the situation and write a paper with some advice for the school. They wanted to know how exactly English can be integrated in the competence-based learning system and which changes have to be made to make it work more effectively and efficiently for level two students and teachers of the unit Retail.

Next to that, I thought some changes could be made with the way English was taught because of the results of the now level three students, their knowledge of English and their actual achieved language levels based on the Common European Framework standards.

Changes needed and still need to take place in order to achieve the quality teaching that Leeuwenborgh College Maastricht unit Retail pursues to offer.

Competence-based learning means enriching yourself with knowledge that can actually be used in practice. The idea is that you can only understand something when you practise with it and when you are able to explain your ideas and knowledge to someone else. The unit Retail finds it important that the competence-based learning system makes sure that MBO students are ready to proceed on to an HBO study. But it is also important to be ready for the work field. By teaching students in a more independent way we increase the chances of successfulness in their careers.¹

Competence-based learning and teaching are often mentioned together with the Common European Framework of Reference for languages. The CEFR is a document which describes in a comprehensive manner: I) the competences necessary for communication, II) the related knowledge and skills and III) the situations and domains of communication.²

In chapter one I will explain how competence-based learning and the CEFR are integrated in the English lessons at Leeuwenborgh College Maastricht unit Retail. I will give a description of how students are qualified for English for the education sales and how they can influence their own learning process.

Chapter two deals with the strong and weak points of the system and therefore describes what developments should stay and what standards should be changed. I will give arguments and solutions for the problems that are divided into two groups known as the system-related problems and the teaching problems.

The last chapter, chapter three, describes my future wishes for the English Retail lessons. Here I will describe and motivate educational changes that I think could contribute to a better and more effective use of time and material concerning the English lessons and the collection of student material that proves their achieved language levels.

In the conclusion I will give an overall view of my research and the way that it has affected my teaching at Leeuwenborgh College for the school year 2007-2008.

¹ <http://www.rocvantwente.nl/scholier/beroepsopleidingen-mbo/cgo.html>

² http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp

Chapter 1:
How it all started
1.1 The beginning

In May of the year 2007 I started looking for a trainee school to complete my fourth and final study year. Since I was about to start my last year at Fontys Higher Education, EFL teacher training in Sittard, I decided it was time for me to look for a traineeship at the type of school that I was interested in.

In the past three years at Fontys I never had the privilege to do a teaching practice at an MBO school although it had always been my wish to get some experience in teaching at these schools as well. I have always thought, and I can confirm that now, that teaching at an MBO school was more up my alley than teaching in normal secondary schools. I finally found and got a traineeship at the Leeuwenborgh College in Maastricht for the unit: Retail.

At first they gave me the opportunity to work with a supervisor. I was supposed to take over some of her lessons and she could guide me through the process as I was used to. She could help me with difficulties and I could turn to her whenever I needed guidance. But just before the summer holidays the unit manager contacted me with the announcement that my supervisor was leaving the school. They offered me her job and I took it.

I was not left on my own right from the beginning. My supervisor kept on working for the school until the Christmas holidays. She was there one day a week to help me with getting things done and she finished off some of her business with individual students. I am now teaching English to level 2 and 3 students of the retail unit at Leeuwenborgh College Maastricht.



1.2 Competence-based learning

As so many other schools Leeuwenborgh College Maastricht has also started to integrate 'competence-based learning' into their teaching methods.

Officially competence-based learning should have been integrated in MBO schools in 2008. Unfortunately that will not be the case in many schools. That is why they have decided to change 2008 into 2010. This means that I have 2 more years to go before the competence-based learning strategy should be a part of the English lessons at this MBO School.

The previous English teacher, my supervisor, had already started on the integration of English in the rest of the lessons 2 years ago. But when I arrived it was still in progress and it still is. In order to understand the difficulties and strategies it is important to have some knowledge of the system Leeuwenborgh College Retail is working with.

1.3 The system

My supervisor has designed a teaching method based on competence learning and the Common European Framework.

Common European Framework of Reference for Languages³:

Learning, Teaching, Assessment

Developed through a process of scientific research and wide consultation, this document provides a practical tool for setting clear standards to be attained at successive stages of learning and for evaluating outcomes in an internationally comparable manner.

It is the result of extensive research and ongoing work on communicative objectives, as exemplified by the popular 'Threshold level' concept.

The Common European Framework of Reference (CEFR) provides a basis for the mutual recognition of language qualifications, thus facilitating educational and occupational mobility. It is increasingly used in the reform of national curricula and by international consortia for the comparison of language certificates.

A European Union Council Resolution (November 2001) recommended the use of this Council of Europe instrument in setting up systems of validation of language competences.

The CEFR is a document which describes in a comprehensive manner I) the competences necessary for communication, II) the related knowledge and skills and III) the situations and domains of communication

The CEFR is of particular interest to course designers, textbook writers, testers, teachers and teacher trainers - in fact to all who are directly involved in language teaching and testing.

It facilitates a clear definition of teaching and learning objectives and methods and provides the necessary tools for assessment of proficiency.

The CEFR has become a key reference document and valuable tool for educational and professional mobility. It is available in over 30 language versions.

The system I work with is based on the CEF standards and the ideas behind competent learning.

³ http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp

If we, as a school and ROC⁴, talk about competence-based learning we mean that you enrich yourself with knowledge that you can actually use in practice. The idea is that you can only understand something when you practise with it and when you are able to explain your ideas and knowledge to someone else. In our unit we put the emphasis on the traineeships students do throughout the years. The exams are based on what they can do in these traineeship places, which is in my case, stores and shops. In these exams we do not only look at the knowledge students have but also at work attitude, planning and working with colleagues, etc.

Students work with so called core tasks ('kerntaken') in which they can prove to be competent in something. Parts of these core tasks can be done in school, either individually or in class. Other parts have to be fulfilled in practice with help from colleagues and supervisors. Eventually all these tasks will make up a portfolio with a separate portfolio for the languages Dutch and English. The board of examinations will then present the student their diploma.

The unit Retail finds it important that the competence-based learning system makes sure that MBO students are ready to proceed on to a HBO study. But it is also important to be ready for the work field. By teaching students in a more independent way we increase the chances of success in their careers.

1.4 EIW

In order to work with the competence-based learning system and CEF we need material, i.e. teaching methods. Leeuwenborgh Retail was one of the first units to start working with competence-based learning and integrating subjects like Dutch and English into the methods and lessons. The retail department wanted one method to cover all this. Since the team was the first to start with competence-based learning and publishers were still in their developing phase, they decided to write and publish their own material: EIW (Economisch Instituut voor een Winkelorganisatie).

Frans de Esch⁵ (one of the teachers at Leeuwenborgh Maastricht) started his own publishing office in 1985. There was a need for teaching materials that were based on real-life situations. The method they published was a great success and that inspired them to start working on materials that can be used in competence-based learning systems.



All authors of the EIW method are teachers in the retail department. They all have specific tasks and knowledge. This means that the method is up to date and contains assignments, teaching and practice material that is required when teaching retail since the authors know exactly what is needed.

⁴ <http://www.rocvantwente.nl/scholier/beroepsopleidingen-mbo/cgo.html>

⁵ <http://www.eiw-ondernemendleren.nl/>

1.5 English

The EIW method has integrated English assignments in their study material. But of course this alone does not provide you with ready-to-use material and lessons. This is how they started working two years ago.

All first-year students were tested at the beginning of the school year to establish their level in English. They were tested orally as well as on paper. The differences between these students are very big. Some students have never spoken English before while others play American Rugby three times a week with Americans. That is why all first-year students are divided into three groups based on their level of English: elementary, intermediate and advanced.

We named these groups: Starters, Inters, Proofers.

1.6 Language levels

All Dutch MBO students have to achieve a certain level of English before they can graduate. The language level depends on the course level.

If you study retail there are 4 different courses you can follow: level 1 to 4. Level 1 does not require knowledge of any foreign languages but level 2 till 4 does.

Sales (level 2)⁶

English or German

	Listening	Reading	Conversations	Speaking	Writing
C1					
B2					
B1					
A2.2			x		
A2.1	x	x	x	x	
A1	x	x	x	x	x

Sales specialist (level 3)

English or German

	Listening	Reading	Conversations	Speaking	Writing
C1					
B2					
B1	x	x	x		
A2.2	x	x	x	x	x
A2.1	x	x	x	x	x
A1	x	x	x	x	x

⁶ http://www.kwalificatiesmbo.nl/smartsite.shtml?id=HOME_2007

Entrepreneur retail (level 4)

English or German

	Listening	Reading	Conversations	Speaking	Writing
C1					
B2					
B1	x	x	x	x	x
A2	x	x	x	x	x
A1	x	x	x	x	x

Per year (as in first year, second year and so on) the students have 5 hours of English a week scheduled on their timetables. This means the Starters have 2 hours of English a week and Proofers and Inters 1 hour a week. The fifth hour is used for testing. So students have 1 to 2 hours of English lessons every week.

The system is based on the idea that Starters need 2 hours of real lessons a week in order to help them achieve the English level they need to graduate. Inters need just 1 hour and Proofers have already reached their level so they do not follow the classes but make individual appointments.

1.7 The method

Next to the EIW material we use a very traditional teaching method in class:

Communicatie in beroep en bedrijf
(Communication in profession and business)

How the lessons are given is up to the individual teacher. You can either choose for traditional teaching or for working in pairs/groups with self evaluation time. It seems that in the last two years the previous teacher wanted to combine traditional teaching with group work. I had to make my own choice and at the beginning of this school year I decided for traditional teaching. I will explain why later.

The idea is that the material in the method provides you with the knowledge you need to successfully finish the checklists.⁷

These checklists are all the exams that students have to do in order to reach and prove they have achieved a certain language level. The student can only graduate when the checklist is completed.

⁷ See appendix 1

1.8 The checklists

The checklists, which include all the exams, are based on the 'can-do lists' also known as 'checklist language level'.⁸

'Can do lists' give you a detailed description of the five European language levels, worked out in situations which occur in vocational training or at work.

Officially there are four different lists:

- ▶ Listening
- ▶ Reading
- ▶ Speaking
- ▶ Writing

But for MBO students they have included a fifth one: Conversations

Here the students must be able to have conversations with clients using selling techniques and expressions.

When using 'can do lists' you can:

- ▶ Register your language levels when you begin your course;
- ▶ Register what the most important points are that you need to work on, for example in a project or if you are going on a work-experience placement.
- ▶ At the end of the school year or after your work experience you can see which points you have improved.
- ▶ When you have finished school or your course you can register which language level you have achieved in the languages you have learnt.

The checklists are based on the 'can do lists'. The first column of the checklist tells you what language level the student has achieved when finishing the assignment as sufficient. The second column tells you which language list you are working on. The third column explains the assignment and the fourth and fifth column provide the teacher with a check off space.

At the beginning of the school year the students do not only get these checklists but also a file that explains the different assignments on the checklist. This way the students can work on the checklists individually at their own pace without asking for help from the teacher. Next to that we also encourage them to ask peers for help and information rather than teachers.

⁸ http://trefpunttalen.kennisnet.nl/taalportfolio_bve/downloads
See appendix 2

The checklists consist of 3 kinds of assignments:

► **Core tasks**

The core tasks are the assignments integrated in the EIW method. This means that when working with the EIW method, students sometimes come across an English assignment. Students know that they can then do this assignment and that they have to hand it in to their English teacher.

The core task that the students begin with depends on their work situations. This means that they can work individually and at their own pace. They can hand in the core task (English) assignments at all times.

► **Tests**

The checklists also contain several tests that can be done either individually or as a group but in exam conditions. The idea is that students tell you when they are ready to do a certain exam and you plan for them a time and place to do so. These tests involve reading, writing and listening.

► **Assignments**

All the other assignments are exercises students can do either in school or at home and they have to be handed in to the English teacher. The idea here is that students can work through these assignments at their own pace and that they can hand in the products at all times.

As you can see, the checklist material is based on assignments that will eventually prove that the students have reached a certain language level. They can work on it either in their own time or at school during the so called 'work process hours.'

The English lessons and method are just there to help the pupils to complete the checklists sufficiently. When a checklist is completed the students will then be excused from the English lessons and are ready to finish their courses.

All the assignments that are handed in by the students have to be filed away in their personal files. The teachers have to check off the assignments on their own checklists as well as on theirs. Only after checking off can the teachers put the products away in their files. The checking off has to happen during the lesson hours.

This way of teaching gives a lot of freedom to the students and helps them to become adults in their working environment. Unfortunately this all sounds good on paper but in real life this system was not working the way it should and could be.

I decided to make some changes after researching the market carefully, visiting seminars and most importantly: after talking to the students.

Chapter 2: The system

2.1 Introducing the system

The EIW method, as described above, was integrated in the lessons of the school year 2005-2006. In that same year my supervisor introduced the students to the checklist method for the English lessons. This experimental phase was carried out in one level 2 class to see how competence-based learning would work and to see if and which adjustments were needed.

The checklist system was developed and tested by one and the same person, my supervisor. There are only 2 English teachers working in the Retail department of Leeuwenborgh Educations and only one teacher teaches level 2 students. This means that up to the point that I was hired no one could actually give some feedback on the system. It was a first for me and for the school.

The first few months of working for Leeuwenborgh were very exciting. I had to get used to the system, method and students. I followed the rules and structures as they were explained to me by my supervisor. But around November, the excitement was gone and I could take a critical look at the system as it was working at that point. And I found it needed some improvements in order to work more efficiently and effectively. I had already started teaching differently for the first-year students since I was afraid that the drop-out numbers would increase. At that point I contacted my superiors to inform them about the situations and problems I was running into. That is when I started to make the changes.

2.2 Strong and weak points of the system

There are two reasons for the teaching problems I ran into. Of course every system has its strong and weak points. And there were several weak points to be found in the system.

The second problem had to do with the way of teaching next to the checklists. After talking to the students I realized that they want and need structured lessons. They literally asked me to teach them in traditional class situations, to give them homework and to help them to improve their English. They even wanted me to speak English in the lessons.

I also teach the experimental group of the school year 2005 – 2006. They are now level 3 students and they have told me about the problems they had with the system and the way of teaching. They want to help the now 2nd level students since they realized that their English had not improved but even deteriorated.

There are also problems for the future next to the system-related problems and the problems connected with the way of teaching. These concern issues I have not been able to deal with yet but will and have to in the future.

First I will describe the system-related problems. These are problems within the developed system. This is not something the individual teacher can change but it has to be changed within the method. I have already dealt with some of the system problems. Others are improvement goals for the future and will be described in chapter 3.

The System-related problems

<u>Strong points</u>	<u>Weak points</u>
▶ Dividing the group into language levels	▶ Checklist are too long. Workload is only tested in one class (25 students)
▶ Content (Retail) based teaching	▶ Organisational problems, such as timetables
▶ Students bring their own teaching material	▶ No classroom of my own
	▶ No Proofer lessons

Strong points

▶ Dividing the group into language levels

The method divides all the students per year (1st year, 2nd year etc.) into three different language level groups called: Starters, Inters Proofers.⁹

The language level differences between the individual level 2 students are tremendous. The differences are so big that it is impossible for language teachers to teach these children in normal traditional class situations. There are students who have never spoken English before and who are still even learning how to speak Dutch. But there are also students who play American Rugby and are surrounded by and confronted with English all the time. It is not fair for the weaker students to be snowed under by the stronger ones just as it is not fair for the stronger students to be bored in lessons because of the weaker ones.

When dividing the students into language level groups, the students have more or less the same experience in speaking English. This makes lessons more challenging for the stronger pupils because they can 'compete' with each other. The weaker students on the other hand feel free to try and speak English since they are all learning and peers can now laugh with them instead of about them.

Pupils themselves have expressed to me that they feel more confident in speaking the target language when they know that others know more or less the same. Starters read out loud in a class filled with Starters but I never ask them to do so in a Proofer group since they are much better.

⁹ Although I strongly believe in dividing the pupils into different language groups, the way it is done should be changed or adjustments should be made. More about this in chapter 3.

Dividing pupils into language level groups also brings variety and challenges for a teacher. The teacher has to think about the teaching methods since the material explained to the Starters is the same material as for Proofers. So how can I explain this material to Starters and still make a lesson that it is also interesting for Proofers. They all need to know the same material; it just has to be presented in a different way.

One of my language teacher colleagues mentioned once that he thinks dividing students into language level groups is a bad idea because weaker students should have the opportunity to ask stronger pupils for help. That is why he is in favour of heterogeneous classes. I disagree with him to a certain point. Of course weaker students should have the possibility to ask stronger students for help but they are only divided into these language level classes during their English hour. The rest of the school day they work in heterogeneous group. Pupils are allowed to work on their checklists and English during 'work process hours' where the group is mixed. Next to that, even in a starter group, there are strong and weak starters. It is still a heterogeneous group only with less variety.

I find teaching in language level groups a lot easier and more challenging. There is one level 3 class which does not have the possibility to be divided into language level groups since it can not be arranged in their timetables. I know that there are pupils in that group who are bored during my lessons and pupils who are afraid to say or ask anything because they are so weak in English. Of course it is my job to find a way in this but it is easier to work with language level groups especially since there are so many differences in their English level.

► Content- based teaching (Retail)

Working with a system as mentioned in this thesis gives you the opportunity to work content based in this case it is Retail.

Of course the EIW material is designed for the Retail unit and all the oral examinations are sales conversations. The written exams are developed by us (reading and writing) and we have made sure that it contains retail features. For example the writing exam involves writing to the personnel manager about a trainee and the reading assignments deal with a text about two women starting their own business. It is far more interesting for students to read and write about retail than to let them read something for example about cooking. This is not what they are interested in and that would make the lessons and examinations very boring.

► Students bring own teaching material

Since some of the Checklists products are products they have to do at home or in their work process hours, pupils themselves decide what they find interesting.

One of the assignments is writing a summary about a text. It is far easier to summarize a text which you actually find interesting than summarizing a text that does not have your interest at all. This way, students have a big say in what they like and do not like. They actually collect and bring their own teaching materials to class.

Weak points

► Checklists are too long
Workload is only tested in one class (25 students)

As I said before, the checklists for English started in the school year of 2005-2006. This experimental phase was carried out in **one** level 2 class to see how competence-based learning would work and to see if and which adjustments were needed. In other words, the workload of the checklists was tested in only one class. I am now working with **six** level 2 classes which all have to finish these checklists in order to graduate.

When I started my job at Leeuwenborgh in August there were 6 level 2 classes. Two of those classes (around 50 students) are supposed to graduate in May 2008. I teach one level 3 class which are the students who moved on from level 2. There are about 5 students in that class, who have not finished English yet because my supervisor had no time left to have them take an exam.

There are about 10 oral examinations per student and only 1 hour a week to do them in. I have 80 first-year students. This means 800 oral examinations in one year and that is without the students who fail the test and have to do a resit. This is just impossible.

In December of 2007 I was told that most of the 50 second-year students still had to do all their oral examinations before April. This is when I decided to make an appointment with my manager since I felt this was impossible. Next to that I found some of the oral examinations not that useless. I was able to explain my decisions to my manager and luckily he agreed. We have now made some agreements and we have shortened the checklists for the second-year students to get them ready on time.

The first-year students are still working with the 'old' checklists but by giving structure to it and telling them when to do what, the oral examinations should be possible for them, although I have reduced the number from 10 to 7. I am working on a new checklist that can be used next school year for the new first-year students. It will be a lot shorter and there will be a reduced number of oral examinations.

► Organisational problems, such as timetables

Due to the lack of communication in my team, organisational problems have occurred when they actually should not be a problem at all. They can be solved fairly easily but it has not happened yet.

Apparently the idea is that since the students are divided into three different language groups, English should be given somewhere in the first hours or the last ones. This means that I teach English in the mornings and in the afternoon (16:00!) It is not a big problem for me as a teacher but the students are very de-motivated by that. Not to mention that some days I have to wait from 11:15 to 16:00 just to teach one more class. My colleagues do not understand why I have to wait that long and let me teach this particular class at 12:00. But officially it can not be arranged.

There is a lack of communication in the team that does not have to be there and then the organisational problems would not be problems. It is not that my colleagues are not interested in me or each other but it is more a lack of time for communication. Most of the communication is done by mail which makes it more difficult to reach all the persons involved or interested. Per team there is a weekly meeting scheduled in our timetables, where we meet with the coordinator to talk about the students and other organisational problems. All these meetings, I work in team 1 and 2, are scheduled during my teaching hours. This means that I cannot go because I have to teach.

Also English is not mentioned on the timetables of the students. The teachers have to tell them when to go to English. This means that sometimes teachers forget it and students do not even know when they have class. There is a simple solution for this. Just put English back on the timetables of the students and the teachers so that students know when they are expected and teachers know where to find their students.

Lately I have been informing the other teachers myself. I have tried to deal with the organisational problems but there is still a long way to go. Schools working with this system should have clear rules and structures. There should be more communication between all the people involved.

► No classroom of my own

At the beginning of the school year I did not have my own classroom. As a language teacher you need a lot of material. Not only is it necessary to take your own books, registration lists and material to class but you also need dictionaries, tape recorders and a radio. Not to mention paper for the students to write on, exams and their files which contain tapes to tape their oral examinations.

I used to teach in 3 different classrooms running around with a sports bag to carry around all my things. And still I would forget about half the material I needed. And if there were also oral examinations I had to set up everything and by the time I was finished, the lesson was over.

That is why I asked for my own classroom at the beginning of the school year. I explained to my supervisor that it was impossible for me to teach good quality if I had to run around like I was doing. So now I do have my own classroom. If there are schools that are thinking about teaching with this method and system, they should provide the teachers with their own classrooms and cupboards. It gives more peace and quietness during the lessons.

► No Proofer lessons

At the beginning of the school year (and testing period), the idea was not to actually teach Proofers (since they had already the level of English needed for the level 2 education) but to use the one hour a week for individual appointments to help the students on their way with the checklists. Theoretically these students do not need frequent help or explanations in order to complete the checklists.

As mentioned before, the system was tested on one level 2 class. This class had about 3 students classified as Proofers. The next year only 5 students were classified as Proofers. With these numbers it is definitely possible to make individual appointments and still keep track of their progress. You would see the students almost every other week.

The first problem occurred when I tested the first-year students. I classified about 35 students as Proofers and still had only one hour a week to make these individual appointments. That eventually would lead up to two appointments per student per year. Then I tested the former 2nd level students to see in which category I could classify them as level 3 students. All Proofers were now classified as Inters and some of them even as Starters. Their language level dropped dramatically and sometimes their English was worse than first-year students who were just about to start the course. When I was speaking to these students asking them how this was possible they said: 'We never practised speaking. We only did this during the exams.'

Up to now, Proofers were seen as 'too good'. They just did what was expected of them whilst their actual language level was dropping. When teaching a foreign language, we as teachers know that practice is the key to good results. But these students were not even confronted with the basics of English.

Next to that, the attitude of Proofer students is not very motivated or active. When I told these students that their level had dropped and that I wanted to put them back into the English classrooms they immediately protested. They felt they were untouchable.

The 2nd level 2nd year students on the other hand asked me to give them traditional classroom lessons since they noticed that their level was dropping and they felt insecure about examinations. Since I discovered these problems right at the beginning of the school year I decided to have the Proofers come to class every week as well. We practise reading, writing and speaking. I speak only English during the Proofer lessons to make the lessons and material more challenging.

Varying the way of teaching for Starters, Inters and Proofers makes all the lessons useful and I am still explaining the same material such as business letter rules. They all need to learn how to write formal letters but Starters need more time to understand the material than Proofers do.

Now I see the Proofers every week and I can keep track of all the students' progress. I can help them with difficulties but I also challenge them to go that extra mile and even improve their English up to another language level. Students and colleagues experience this way of teaching as very satisfying.

2.3 Teaching problems

- Classifying tests
- Lesson plans and structure
- Communication

As mentioned before, not only did I come across system-related problems, I also had some difficulties with the way of teaching. In order to deal with the checklist sufficiently, it is necessary that some basic explanation is given. I felt that the way it was done before my arrival did not fit me as a teacher. Next to that level 2 students still need structure, they need guidance. They simply cannot do all these tasks without someone telling them when to hand in what. If it is left up to them, they start on the checklists right before the graduating date. Most of them do not even like learning a language and if they then also had the opportunity to decide themselves to do what and when to do it, these checklists would never be completed. That is why I decided on a new approach.

Teaching problems

► Classifying test

The problems I have with the classifying tests, in order to be able to teach in language groups, are actually a combination of teaching and system-related problems. At the beginning of the school year we as language teachers have to place all first- year students into language groups. In order to make the right decision about who goes where we use several tests, written as well as oral ones. The school bought a placement test, on the advice of my supervisor, called the '*Quick Placement Test*'.

Quick Placement Test¹⁰

Description

An electronic placement test for learners of English, produced in collaboration with the University of Cambridge ESOL Examinations (formerly UCLES). Pen and paper version also available.



Key features

- *The Quick Placement Test assesses students' level of English. It is quick, reliable, and easy to administer, making it ideal for placement testing and examination screening.*
- *The test takes about 15 minutes to complete. In this time students answer about 25 multiple-choice questions to test listening, reading, and grammar.*
- *The computer presents a question and then assesses the student's response as right or wrong. As students progress through the test, the questions are automatically adapted to their ability until a consistent level is identified.*
- *Results are instant - no marking is required. Results are presented in terms of the ALTE (Association of Language Testers in Europe) Framework and the Common European Framework, which relate the different language examinations taken across Europe to each other and to a common descriptive system.*
- *On-screen help is available for each type of task, and a progress indicator shows how much of the task is left.*
- *The test is easy to administer with on-screen instructions available in Spanish, French, German, Dutch, Italian, or Portuguese, and with Japanese in spoken form only.*
- *It includes a booklet with guidelines for assessing speaking and writing skills.*
- *A paper and pen version of the test is also available. It includes all the CD-ROM question types except for the Listening. There are two versions, each consisting of a total of 60 questions. The test can be completed in approximately 30 minutes.*
- *A 1,000 use Authorisation Disk is also available (to be used alongside the 50-use or 250-use CDROM pack).*

I have used this 'Quick Placement Test' in order to determine what language level the first- year level 2 students had. My colleague used the test to find out what level his level 3 students had. Soon after testing the students we decided that a written test would not provide us with enough information in order to classify the students correctly. That is why we have developed our own oral test as well. A combination of results from the written and oral test should make it possible for us to make the right division. After analysing the 'Quick Placement Test' we found out that the results of the test are not very reliable. The test often results in a higher language level than the students actually have. (A colleague of mine has used the test to test her ICT students and she also came to the same conclusion with her team.) We know that they were placed wrong either because they reached C1 level (which is almost impossible for level 2 students) or because of their poor results on later tests.

This way the oral test became even more important. This test often gave us a more specified idea of the language level although the placement will always involve your own ideas and intuitions. The first problem is clear: we need a new test to see what language level first- year students have. We are now looking at other possibilities (Dialang, Versant) but have not decided yet.

¹⁰ <http://www.oup.com/elt/catalogue/isbn/7162?cc=gb>

Testing first- year students, especially with the oral tests, takes up a lot of time. It took me about eight weeks to test all the students and to divide them into language groups. But eight weeks of testing also means eight weeks of no English lessons. My colleague and I talked about this at the beginning of the school year. At that time we both agreed that it was a shame that during these eight weeks the students would not work on or with their English. We decided to make a 'learning schedule' for the students so that they could work through their English books individually during the 'work process hours'. The idea was that after the autumn break the students would have worked through case 1 of the book and could start with case 2 in the lessons.

I handed out the schedules and that is when the problems began. The students came up to me telling me that they did not understand the material and method, they lost their schedules and there was the occasional one who entered the course later. When I eventually analysed the work that was done by the first-year students, I just decided to start all over again. Only 4 out of 80 students had actually done the first case individually and it is actually understandable. The English level of these students is fairly low. A lot of my students have not been to school for a while and the students who have been to school, now have to get used to the competence-based learning system. They are sometimes so overwhelmed with information that they forget the things they are not confronted with on a daily basis like someone telling them to do their English tasks. I think that next year the English lessons can just start after the autumn break. It is not a lot of time that they miss and they can catch up fairly easily. I have done it with these first-year students as well and it works.

You can of course also choose not to test the students orally. But I think you will miss a lot of information if you do not. Not only for their language level but also their personal background since students can tell me things about themselves that might prove useful. Your knowledge of the students grows and you can start building a relationship with them.

2nd level students generally have a background that is not very motivating. A lot of my students have problems at home or even with the justice department. By testing them orally and letting them tell something about themselves, I feel more confident when approaching certain students since I know their background. Level 2 students are in a way 'special' students as they need personal attention.

Next to that, most of them have not been to school for a long time. Those eight weeks will not make a difference anymore. Also the oral tests, if sufficient, can be used in the checklists. The students who passed with a 5.5 or higher are exempt from the 'short interview' assignment which is almost the same as the oral placement test.

► Lesson plans and structure

When I started changing and developing the lesson plans and structures for the 2nd level students, I actually asked them what they wanted. (First the now level 3 students and 2nd year level 2 students and later on even the first-year students). Their reactions were remarkable. They asked for:

- Traditional teaching
- Structure
- Practice cases
- And most importantly: help

2nd level students (and even 3rd level students) want you to help and guide them. They do not like to be free and they need someone to tell them what to do. They find it very complicated and frustrating when a lot of things and decisions are left up to them.

When I started working at Leeuwenborgh College the first-year 2nd level students were not provided with structured lessons. As mentioned before, Proofers had no lessons at all, and Starters and Inters did a lot of self study. I think that learning a language is something totally different from for example learning Maths. How are students supposed to be able to speak a language when they do not speak the language in class? They have to practise. Learning a language is not something you can read through and understand. When listening and being exposed to a language frequently, students learn more quickly. This way you can make lessons more fun and motivate your students. You do not do this by giving them a book and telling them to do assignment A.¹¹

My colleague of the 3rd level students has put the students into little groups where they do self study. He is there to help and assist them but there is no traditional teaching involved. This way of teaching might suit him and level 3 students but I do not totally agree. Level 2 students often have the same questions and because my classes are fairly small I handle these questions with the entire class. That is why I started to teach traditionally. Students come to class one or two hours a week and I teach them. I try to speak as much English as possible (especially in Proofer lessons) and I try to teach how to read texts or listen to listening activities. One must keep in mind that some of these students have never been exposed to English or learning English before.

I try to vary my lessons by using games and activities. I let them work individually, in pairs and sometimes even in groups. We read out loud, check answers by putting them on the white board (sometimes by me, sometimes by them) and sometimes I give them a correction key.

The feedback I got from the students is very positive. They told me that they used to do nothing in the English lessons. Now they have the idea and feeling and they are doing a lot. They like coming to my classes and working on their English.

Not only have I changed the way of teaching but I have also changed the structure. The idea behind the checklists is that students can work on it during 'work process hours' or in their own time. The teacher should not set a date for handing in products. Students just have to hand in everything within two years, it does not matter when.

This all sounds perfect and a little bit like Utopia because students, and especially 2nd level students and even 3rd level students, do not have the self discipline to finalize these checklists, they need someone to tell them when to hand in what.

The problems you are faced with when dealing with the checklists in a structured way are tremendous. As mentioned before I now have 50 second- year students that have to do ten oral examinations before April. Not only because of the (too) long checklists but also

¹¹ See English Teaching Professional; The Leading Practical Magazine for English Language Teachers Worldwide

because they have just started handing in their products and that is what happens when students can decide for themselves when to hand in what.

At the beginning of the school year I decided to change this for the first- year students. When I handed out the checklists I told them that they could decide themselves when they hand in their products but that I would plan some deadlines and it works. I now tell students when to hand in their work but they are free to hand it in before the deadline. The first- year students have even finished more products now than the second- year students. Before my arrival students could ask for a written test (writing or reading) and they had to come after their English hours to make the test. But of course more than half of them have never done any of these written tests. I now do these tests in class. I tell the students (when I think they are ready for it) that a test is going to be given next week and they do it in class. It saves time not only in organisation but also in correcting.

I think my way of teaching not only suits me better as a teacher but is also what the students expect and want. They like sitting in a classroom, they like doing assignments and they like working on their English as long as we provide them with motivating and good -quality lessons.

► Communication

When I started working at Leeuwenborgh I soon discovered that my colleagues, even my language colleague, had no idea what actually happens during the English lessons and how students can and have to pass their exams. They do not know what material I use or what is expected of them. The CEF had not been explained to them yet so they had no idea what it meant for students to reach A2. They heard about the checklists and the division into language level groups but that was all.

In the beginning colleagues sometimes came up to me to tell me that certain students were about to graduate, they just needed to do a few more exams for English. But the problem was that it was never a few exams but all of the exams. Then there was sometimes a bit of friction between me and a colleague since we could not allow the students to graduate the students.

That is when I started to provide overview lists for my colleagues so they could see what their students were doing and had done so far.

This system of teaching is based on the Common European Framework but the non-language teachers at Leeuwenborgh do not know and understand what that is. If they did know they could also help the students during the 'work process hours' and they have more understanding for the work students have to do in order to pass their English. Next to that, The Common European Framework is not only there for English but also Dutch and every teacher has the responsibility for Dutch as it is our mother tongue language. I think the management should provide us with two workshops:

1. A language teacher explaining to the other language and non-language teachers what actually happens in the English lessons and how students can graduate. (Now it feels like I have to defend my every move over and over again.)
2. There should be a decent workshop about the Common European Framework in which they explain what it is and how it actually works. (We had a workshop before but I do not think that one was sufficient.) I would not even mind giving it myself.

Not only do we need an improvement within the unit but also towards the parents. Every class has a mentor who is responsible for all the lessons in the class except the English lessons. This means that these students only have two teachers, their mentor and me. Parent-teacher meetings were organised recently and I volunteered to come as well because in fact I also teach their children and some parents came to the meeting with questions about the English lessons. If I had not volunteered to stay, these parents would not have received the answers to their questions.

If there are short communication lines within a team, it is easier to spot problems. Level 2 students need a lot of help and guidance. If I do not know what is happening outside my classroom as well as inside my classroom, I cannot help them. Also, if there are personal problems, I need to know. I need to make sure that my reactions towards students are correct because sometimes students have a reason to behave in a certain way. I think I am not always informed well enough about my students by my colleagues. I feel there is a lack of communication within the team I work in and within the entire Retail unit. I have classified this as a teaching problem since I think it is partly the responsibility of the individual teacher to provide colleagues with the necessary information about the students and to take care of the overall communication. I find it very important to have a good communication within a unit. Not only does it prevent friction between colleagues but it also reduces the drop-out numbers.

I also find it important to inform my colleagues about the behaviour of their students in my classroom, I inform them about their achievements and also about my concerns. When students know and see that the communication between the individual teachers is good and frequent, they also know that we support each other. I inform my colleagues about the presence of their students and provide them with overview lists of the students' examinations. Nevertheless there is still a lack of communication.

As a language teacher working for Leeuwenborgh Educations, you live on an island where others sometimes visit. No one actually knows what you are doing.

Last but not least, I think it would be nice to have more communication with other language teachers as well, not necessarily inside my own unit but maybe with others, just to exchange ideas. I sometimes feel a little bit lonely since there is no one I can actually go to and talk about certain 'English teaching' problems. There is no one to share the workload with or to have a discussion with. Within the unit Retail there is one more English teacher who does not want to be involved in competence-based teaching. This makes it quite difficult for me sometimes to make decisions. I would appreciate some feedback of a language colleague every now and then.

Chapter 3: Future ideas

3.1 The future

Developing and developments take time, need evaluation periods and trial & error phases. Educational changes sometimes need months or even years to work properly and by the time they are finished, new demands and questions rise to the surface which need attention as well.

I have tried to work with the things I had and could get but I still have some ideas that, in my opinion, would make this system work even better and more efficiently. I would like to digitalize the checklist system by using the Fronter Virtual Learning and Working Environment. This way a digital European Language Portfolio can also be introduced. The checklists need changing too. They should be shortened and course book tests should be reintegrated. We need to look out for newly-developed teaching materials based on the CEFR and there is also a need within the Leeuwenborgh organisation for communication between the language teachers in the different departments.

3.2 Digitalizing the system

If there is something that would make my work a lot easier, it would be a digitalization of the system. The EIW method works with the computer and students spend their days in front of it doing their work but there is no digital system for English. I am not suggesting a digital teaching method but a digital working environment where students can contact me, hand in their work and check themselves how far along with the checklists they are. (Comparable to the N@tschool¹² environment that is used by Fontys or Blackboard¹³ which is known at HSZuyd)

Students already hand in work by mail but now I still have to print it, check it and put it into their portfolios after checking off. If there were a digital system I could check it, pupils could actually see and use their feedback and there would never be a disagreement on what is checked off and what still has to be handed in. We could also actually use the (digital) language portfolios efficiently to keep track of the progress students make and it would not be just another file in their overall portfolio.

Ten teachers within the unit Retail are currently in training for the use of Fronter (Virtual Learning and Working Environment). They are trained by skilled people with years of experience in using and administrating the Fronter VLE. They give advice on how to use Fronter within the organisation. Unfortunately I am not trained for Fronter yet but these ten colleagues will introduce Fronter to us in the future. I have done some research on the Internet about Fronter and I would like to use the possibilities it offers for creating a working environment for the English lessons and products.

The Fronter Solution¹⁴

A complete platform

Fronter is an open standard and open source code Virtual Learning and Working Environment (also termed an extended VLE) which is purpose made for professional educational institutions. The platform has extensive functionality within learning

¹² <http://www.fontys.nl/Natschool/>

¹³ <http://blackboard.ic.uva.nl/>

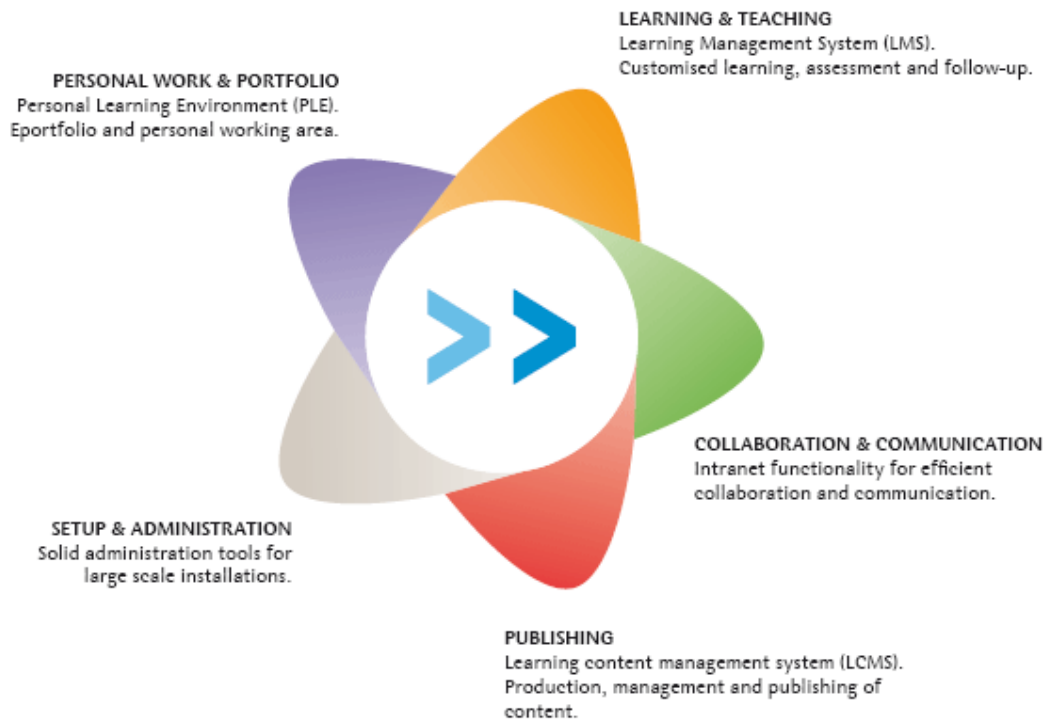
¹⁴ [http://fronter.co.uk/uk/index.html?m!http://fronter.info/uk/frontermenu/1A_Complete_Platform.html\\$!!fronter/menu.html\\$top!fronter](http://fronter.co.uk/uk/index.html?m!http://fronter.info/uk/frontermenu/1A_Complete_Platform.html$!!fronter/menu.html$top!fronter)

management (LMS) and publishing and content production (LCMS). A great strength resides in collaboration and personal management. Fronter functions as a portal as well as providing system administration, set-up and integration. Currently, the platform consists of almost 100 different tools, all within the above-mentioned categories, covering most everyday ICT tasks for the teacher and learner.

Fronter is available to more than 3 million users, across more than 3000 schools in 8 European countries, with the largest installations consisting of several hundred schools.

With this high level of scalability, openness and interoperability (conformant with all BECTA requirements), the usage of free underlying database/operating systems (mysql/Linux), and their richness of functionality across a number of areas, Fronter can be used as the school's or LA's mainstay for their information technology infrastructure. Fronter can equally stand alone as one institution's VLE where the VLE interoperates with all the other systems e.g. MIS system. Fronter can operate all content derived from other suppliers as well as content created within Fronter itself. As Fronter is a platform purpose made for education by educationalists, more and more institutions realise that Fronter fulfills most of their needs far beyond the traditional VLE's functionality. With the advanced and unique portal concept (Fronter Today) the platform easily integrates other systems into one learning portal; hence Fronter can replace more complex platform alternatives not made for education.

Fronter has won the prestigious European Seal of E-Excellence in Gold in 2004, 2006 and 2007, each time competing with around 5000 companies in Europe.



In combination with Fronter I would like to use a digital European Language Portfolio as described below.

European Language Portfolio¹⁵

A European Language Portfolio is a document in which those who are learning or have learned a language - whether at school or outside school - can record and reflect on their language learning and cultural experiences.

The portfolio contains a language passport which its owner regularly updates. A grid is provided where his/her language competences can be described according to common criteria accepted throughout Europe and which can serve as a complement to customary certificates. The document also contains a detailed language biography describing the owner's experiences in each language and which is designed to guide the learner in planning and assessing progress. Finally, there is a dossier where examples of personal work can be kept to illustrate one's language competences.



- 3 parts of a portfolio

► *Language Passport*

The Passport section provides an overview of the individual's proficiency in different languages at a given point in time.

To create your own Europass language passport:

http://europass.cedefop.europa.eu/europass/home/vernav/Europass+Documents/Europass+Language+Passport/navigate.action?locale_id=1

► *Language Biography*

The Language Biography facilitates the learner's involvement in planning, reflecting upon and assessing his or her learning process and progress.

► *Dossier*

The Dossier offers the learner the opportunity to select materials to document and illustrate achievements or experiences recorded in the Language Biography or Passport.

- Aims and functions

The European Language Portfolio project has two main aims:

- A. To motivate learners by acknowledging their efforts to extend and diversify their language skills at all levels.*
- B. To provide a record of the linguistic and cultural skills they have acquired (to be consulted, for example, when they are moving to a higher learning level or seeking employment at home or abroad).*

¹⁵ http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/introduction.html

3.3 The checklists

One thing I would really like to adjust starting next school year is the checklists that are being used.

1. The checklists should be shorter and the amount of oral examinations should be reduced. Moreover, some EIW English assignments are not suitable for level 2 Retail students and they should be taken from the lists.
2. Course book tests should be reintegrated. Students do not understand why they should study words or grammar since there is no test to test these language items separately. I find it strange to work with a course book and not give the students the opportunity to show and discover what they have learned so far. Teaching and learning should have meaning and students find some of these meanings in passing tests.

Currently I have already adjusted the checklist¹⁶ for the level 3 students since they had not started working on it yet. I have reduced the assignments and I have come to an agreement with the management that 2 tests per skill should cover the examination. This means that third-year students have to do 2 reading tests, 2 listening tests, 2 writing tests and 2 speaking /conversational examinations. The method already provides a reading, writing and oral test.

For the year 2 students I would also like to create a checklist as described above with 2 tests or pieces of evidence as we call them per skill. You can still prove that students have achieved a certain language level but you lower the pressure which is on the teacher. There is more room for the occasional extra activities in the lessons and bonding with the students.

The material the EIW method provides is in general good and fun but very time consuming. I have enclosed all EIW English assignments¹⁷ for the Sales level 2 students in appendix 5. As you can see, there are 6 oral examinations and we have 50 second-year students and 70 first-year students.

To do an oral examination students first have to complete an assignment and hand it in to me, then I have to check it, plan a date and do the actual exam. This is all very time consuming and students are able to work at their own pace so you have periods where there are no students and periods where they come all at once. Next to that, the assignments are all very similar and that gives you (and the students) the feeling that you ask the same thing over and over again. Two of the most common questions are: 'How can I pay in your store' and asking for directions. If students can answer you once, they will be able to do it a second, third and fourth time as well. Repeating the question makes these examinations boring, unnecessary and therefore very time consuming. This means that for the checklists of English, they should either be left out or the EIW writers should adapt the assignments to the wishes of the teachers and students who ask for more variation. I do like to use the assignments for practice but not for testing.

¹⁶ See appendix 4

¹⁷ See appendix 5

3.4 Teaching materials

Next year's focus should be on the investigation of the newly-developed teaching materials based on the CEFR. The method that is currently used in the Retail unit will only be available for another 2 to 3 years.

In future new teaching materials will have to be purchased and it is best to start investigating the options a bit sooner in order to have everything ready in time. Hopefully new teaching materials will also come with new (national) tests based on CEFR. CITO has recently developed CEFR based tests but they are for use in secondary schools only. Vocational tests should be more content-based and newly-developed tests based on CEFR standards also means that there will be standardised correctional instructions. I now correct tests without clearly described correctional instructions. I only use the information given in the CEFR publications and old-fashioned correctional sheets from the method since there is nothing else available yet. To make sure that education in the Netherlands stays at a certain standard there should be an overall knowledge and instructions available. All students in the Netherlands should be assessed in the same way. Malmberg¹⁸, which is one of the best-known publicists for teaching materials in the Netherlands, are developing CEFR based teaching materials for vocational education. A representative of the company recently visited our school to inform me and my colleague about the course materials they are working on. They have developed a 'language block' interactive language system for vocational educations where students have online lessons, assignments and assessments based on the CEFR. Also students are provided with a reference book where they can find information about grammar and extra material and overall this is a complete online system.

We have examined this course material but although it practises all skills, based on CEFR and is very suitable for competent-based learning we are not very fond of it. There is no specific material for Retail students, which we do have with the old course books. This method is more based on Economics and also students can correct their own work but there is no way we can correct theirs. If students do an exercise they can click back and change their answers but the teacher is not notified of this. So what is the point?

We also strongly believe that language acquisition can not be done in front of a computer alone. You need (near-)native input which can only be given by a teacher. Students are already working at the computer every day and there should be some traditional teaching left. Level 2 students need a lot of explanations and help from the teacher and that is not possible when working with this course material and therefore we are now exploring the rest of our options before we make a final decision.

¹⁸ <http://www.malmberg.nl/mbo/leermiddelen/cibb/leermiddelenCIBB.aspx#0>

3.5 Communication and language teachers

Within the Leeuwenborgh organisation there is a need for communication between the language teachers in the different departments. Competence-based teaching and CEFR testing/qualifying is something that is going to be introduced within all the units. Therefore it would be very meaningful and interesting to have a communication system between all language teachers. This way experiences can be exchanged and colleagues can help and learn from each other.

It would also be very reassuring and easier for students to be able to switch education and know what is expected within the language lessons. There are only a few language teachers working in units like Retail and crossing boundaries between units would also help and build confidence for the individual language teacher. Teachers have expressed these wishes during the CINOP CEFR workshops that I have participated in during the year.

It might be a good idea to start off with a general meeting for all language teachers (Maastricht and Sittard) every three to four weeks especially next year when more and more units are introducing competence-based learning and Leeuwenborgh language teachers start with CEFR-based teaching and testing. This might also make it easier for language teachers to consult each other outside these meetings. Then after a while you can plan meetings when necessary or when certain teachers or units have the need to consult others. This way the individual teacher can be stimulated to work together since this is of vital importance when developing educational systems and changes.

Conclusion

A teacher affects eternity;
he can never tell where his influence stops.
~Henry Brooks Adams~¹⁹

Being a teacher is more than just providing knowledge to students, I knew that but I did not know that by replacing a teacher you can influence a whole learning process and even a learning system.

By hiring me, Leeuwenborgh College was not only getting a new, young, enthusiastic teacher with fresh and innovative teaching ideas but also an English colleague who was able to take a critical look at the competence-based teaching system since I myself was trained at a competence-based institute and evaluated according to CEFR standards. And with my critical look I soon discovered that the way English was implemented in the competence-based teaching system of Leeuwenborgh College was not only driving the students mad but even the teachers. Teaching English retail was not even fun anymore since it brought about so much stress and a very unsatisfied feeling.

It took me some time at first to see where the problems were exactly and how they could be solved. I needed to take a look at the material, teaching methods and philosophy behind the system.

I attended meetings and workshops to see where the idea of the checklists was coming from and what I could definitely not change within the system, although I was much more eager to find out what I could change.

After finding out and drawing up an inventory of the problems I was able to categorize them into two main challenges: system-related problems and teaching problems.

Trying to come up with solutions for the obstacle, as I like to call them, in the way of good teaching, was not that difficult when actually working in and with the system already. You could see and go through the stressful unorganized periods and you need that in order to grow stronger and to become more certain about your own ideas.

I could try out my new ideas in different groups, first, second and even third-year students to find out what was working best and as can be seen, the feedback of the students was invaluable.

My management has agreed with many of my ideas and they still work on new solutions for new problems together with me. But there is only so much they can do and some of my wishes can not be granted yet for several reasons. Nevertheless I think we have come a long way since the beginning of the school year.

Most of the second-year students have graduated from English A2 level already and many of them will continue with retail on level three.

The first-year students are on track and have done more now than the second-year students had done at the beginning of the school year.

Level 3 students are still our experimental class but they have acknowledged now that the information input is much clearer than last year.

My colleagues are well-informed and know exactly where I expect problems in the coming years and which students need extra care and attention (for English).

Still, there are dreams for the future but what is a future without dreams.

¹⁹ <http://www.quote garden.com/teachers.html>

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978-90-5784-324-2
Werkschrift Rekenen met voorraden
978-90-5784-323-5
Werkschrift Rekenen met verkoopcijfers
978-90-5784-314-3
Bronnenboek Verkoopspecialist
978-90-5784-318-1
Werkschrift Kassawerkzaamheden en -beheer: de opdrachten
978-90-5784-319-8
Werkschrift Assortiment en verkopen: de opdrachten
978-90-5784-317-4
Werkschrift Verkoop, advies en service verlenen: de opdrachten
978-90-5784-316-7
Werkschrift Verzorging ontvangst en verwerking van goederen: de opdrachten

Internet

http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp
<http://www.rocvantwente.nl/scholier/beroepsopleidingen-mbo/cgo.html>
<http://www.eiw-ondernemendleren.nl/>
http://www.kwalificatiesmbo.nl/smartsite.shtml?id=HOME_2007
http://trefpunttalen.kennisnet.nl/taalportfolio_bve/downloads
<http://www.oup.com/elt/catalogue/isbn/7162?cc=gb>
<http://www.fontys.nl/Natschool/>
<http://blackboard.ic.uva.nl/>
[http://fronter.co.uk/uk/index.html?m!http://fronter.info/uk//frontermenu/1A_Complete_Platform.html\\$!fronter/menu.html\\$top!fronter](http://fronter.co.uk/uk/index.html?m!http://fronter.info/uk//frontermenu/1A_Complete_Platform.html$!fronter/menu.html$top!fronter)
http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/introduction.html
<http://www.malmberg.nl/mbo/leermiddelen/cibb/leermiddelenCIBB.aspx#0>
<http://www.quotearden.com/teachers.html>
<http://www.mboengels-malmberg.nl/>

Enclosures

Appendix: 1

This is an example of the checklist for level 2 students. The checklist for level 3 students is still in progress.

NAME _____.

CHECK LIST ENGELS CEF A1

CEF LEVEL	VAARDIGHEID/ DEEL	PRODUCT TITEL	Datum	Accoord /paraaf
A1	Schrijven/ 1,3,4	Personal e-mail		
A1	Schrijven/ 1,3,4	Business e-mail MANCO KERNTAAK: <i>Ontvangen & verwerken van goederen.</i> <i>Opdr: 8 blz 77</i>		
A1	Schrijven/ 1,3,4 Lezen/2	E-mail test		
A1	Schrijven/1 Spreken/2	Promotional flyer and sales pitch		
A1	Schrijven/2 Lezen/1,5	Fill in solicitation form		
A1	Schrijven/2 Lezen/1,5	Fill in application form		
A1	Schrijven/3 Spreken/1,5	Questionnaire KERNTAAK: <i>Artikelpresentatie</i> <i>Ontvangen & verwerken van goederen.</i> <i>Blz 107</i>		
A1	Lezen/1,4,5,	Understand written instructions		
A1	Lezen/2,6	Translate short English text E / NL		
A1	Lezen/2,4,6	Translate short text about England E / NL		
A1	Spreken/1,4,15 Schrijven/4	Phone call, make note		
A1	Luisteren/1,5,6 Spreken/1,3,4,8,9	Short interview		

NAME _____.

CHECK LIST ENGELS CEF A2

CEF LEVEL	VAARDIGHEID/ DEEL	PRODUCT TITEL	Datum	Accoord /paraaf
A2	Lezen/1,9 Schrijven/	Translate Safety notice		
A2	Luisteren/2,4	Understand and use directions		
A2	Spreken/1,4,7,12 Luisteren/1,2,3	Phone call, product information KERNTAAK: <i>Verkoop & Service</i> <i>Opdracht 6 blz. 93</i>		
A2 A1 A2	Spreken/1,4,15 Schrijven/4 Luisteren/1,2,3	Phone call, customer enquiry KERNTAAK: <i>Verkoop & Service</i> <i>Opdracht 13 blz 107</i>		
A2	Spreken/1,3,4,6,7,14 Luisteren/1,2,3	Phone call, make note/memo KERNTAAK: <i>Verkoop & Service</i> <i>Opdracht 14 blz 108</i>		
A2	Lezen/1,2 Spreken/1,3,4,7,10,14, 15 Luisteren/2,3	Information desk employee KERNTAAK: <i>Verkoop & Service</i> <i>Opdracht 5 blz 114</i>		
A2	Spreken/1,3,12,15 Luisteren/ 1,2	Cash desk employee KERNTAAK: <i>Kassawerkzaamheden</i> <i>Opdracht 1 blz 60</i>		
A2	Lezen/1,7	Text Test		
A2	Schrijven/	Make an appointment		
A2	Luisteren/2,3,4	Understand verbal instructions		
A2	Luisteren/6	Make summary of English News video		
A2	Spreken/2,4,5,6,8,9,13 Luisteren/1,2	General conversation Completion of traject		

Appendix: 2

An example of the so called 'can do lists'.

A1 Listening

Situation	Explanation	I can do this:			
1. You are able to understand warnings.	<i>This concerns expressions in the foreign language such as: be careful, that's hot, don't do that, that is dangerous, etc.</i>	not yet	with difficulty	with ease	I want to learn this
2. Would you be able to understand someone who is giving you directions to a certain place?	<i>This concerns short and simple directions Do you know words like straight on, first street on the left, go right at the traffic lights in the foreign language?</i>				
3. Imagine working on a foreign campsite during the holidays. Would you be able to understand the owner explaining how to do something or where you should put something?	<i>For example, the owner explains how to clean the laundry machine. He speaks slowly and clearly and points at the machine. He knows you do not speak the language well.</i>				
4. During class your teacher uses the foreign language when explaining things. He/she explains what you have to do, asks questions, explains things. You can understand these instructions.	<i>The teacher will keep in mind that you are not fluent yet: he will repeat much, explain things in different ways, use body language and speak slowly and clearly. You don't need to understand every word.</i>				
5. During your holiday you started talking to a foreign person your age. He/she tells you about a pop concert, when it is and how much it costs. You understand this well enough to decide whether to go or not.	<i>Do you know the days of the week in the foreign language? And words for in the morning, afternoon, evening, too? Do you know how to say the time: 15 minutes to four, half past five, etc? Are you able to understand numbers and prices?</i>				

6. At school you are using a new computer program. The instructions are spoken in the foreign language. You understand enough to be able to work with the program.	<i>Remember that what you see on the screen can help you understand the instructions. And you can probably repeat things that you do not understand.</i>				
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A2 Listening

Situation	Extra information	I can do this:			I want to learn this
		not yet	with difficulty	with ease	
1. You are working in a cafe or shop. Can you understand clients who order something or want to buy something using the foreign language?	<i>This is about normal orders and not about anything which is unusual.</i>				
2. You are travelling abroad. An accident has happened. The police explain which route you should take to continue your journey. Can you understand that?	<i>Think about words and sentences a policeman might use in your own language. Do you know them in the foreign language?</i>				
3. You have to have a passport photo taken somewhere abroad. Someone explains how the machine works. Can you understand them?	<i>Don't forget that the person who is explaining will point at the parts of the machine. That will make it easier!</i>				
4. During a news bulletin you can understand well-known names and the most important points.	<i>Don't forget that what you see on the screen will help you to understand. Do you know how names and places which are often in the news sound in the foreign language?</i>				

5. At school a group of foreign students are visiting. One of them is talking about his school. Can you understand him?	<i>The foreign student knows you can't understand his language very well. So he is speaking slowly and clearly.</i>				
6. For a project you are supposed to ask for the price of something at a foreign tourist office. Your telephone call is answered by a telephone computer, which tells you which number to dial for the right department. Can you understand what it is saying?	<i>It is not necessary for you to understand everything, but you will have to pay attention to hear if they say anything about prices. Furthermore you will have to be able to understand the telephone number and write it down quickly.</i>				
7. You are in a work experience project abroad. There is a message over the intercom that there is a telephone call for you in your boss' office. Can you understand the message?	<i>This kind of message is often heard in department stores or supermarkets. Would you be able to understand a message like that in the foreign language?</i>				
8. You are watching a foreign TV channel and you happen to see the weather forecast. Can you understand enough of it to know if the weather in that country is going to be good or bad and what the temperature is going to be?	<i>You will probably understand a lot of it just by watching the pictures. But do you know the words that are important in weather forecasts?</i>				

B1 Listening

Situation	Extra information	I can do this:			I want to learn this
		not yet	with difficulty	with ease	
1. You are doing an internship in a foreign company. In the morning your manager explains what needs to be done during	<i>Could you do this in your mother-tongue? Try to imagine whether you would be able to understand your manager in a</i>				

the day. He explains what should be done first of all and what later and he explains how certain things should be done. Would you understand him?	<i>foreign language.</i>				
2. Your company has bought a machine in a foreign country. The importer sends someone who explains how the machine works and how it has to be operated. Would you understand the explanation?	<i>This is not as difficult as it seems. The person explaining will use pictures – videos, slides – or stand next to the machine. This will make it easier.</i>				
3. During an exchange you are staying with a foreign host family. While you were out someone called for you. Your host mother gives you the message and explains in detail what this person said.	<i>The host mother tries to explain and therefore uses lots of words and sentences. Would you be able to understand who called and what this person said?</i>				
4. You are traveling by car in a foreign country. You are listening to traffic information on the radio. The radio program gives details about traffic jams.	<i>The radio announcer usually speaks very quickly. You have to be able to recognize and understand the part that is important for you.</i>				
5. You are listening to the news on the radio. You do not understand everything, but you can pick up some headlines.	<i>'Headlines' mean international news, international sports news, news about famous personalities, etc.</i>				
6. You are watching a 'do it yourself'-program (in the foreign language) on TV. It is about something that interests you and what you sometimes try yourself. Do you understand the explanations in the foreign language?	<i>The program is meant for beginners. It is not too complicated. The host speaks slowly and clearly, because he/she wants to explain something to the viewers.</i>				

7. You are making a phone call to a foreign company or organization. The answering machine tells you they are closed; when they are available; and who you can call for emergencies, etc.	<i>Ask yourself whether you would be able to understand this message quickly enough to write times and phone numbers down while you are listening.</i>				
8. At the foreign company where you are doing your internship there are weekly team-meetings. Would you be able to understand the team-members talking about work of the past week?	<i>This concerns things you know about, because you are part of the team.</i>				
9. During an exchange you are working on a project with a group of foreign students. A problem has come up and the plans have to be changed. One of the foreign students explains why. Would you be able to understand him/her?	<i>Try to imagine how you would explain a problem in your mother tongue. Would you understand a similar explanation in the foreign language? The student explaining the problem will do his/her best to speak clearly and slowly.</i>				
10. At the foreign company where you are doing your internship, someone is giving a presentation on 'safety on the shop floor'. Can you understand them?	<i>Do you know words and expressions dealing with safety issues? Can you follow a simple presentation?</i>				

B2 Listening

Situation	Extra information	I can do this:			I want to learn this
		not yet	with difficulty	with ease	
1. There is a message from a foreign customer on you answering machine. He/she has seen a brochure of your company. He/she asks you to send him/her some information. You can understand enough to be able to respond to the questions.	<i>The message is long and not very clear. You do not have to understand everything only what exactly the customer wants to know or have. Of course you can rewind the tape if you missed something important.</i>				
2. You are visiting a foreign company. The chef tells a detailed story about the production process. You understand enough to be able to have an idea on how the company works.	<i>The manager's story is complicated and not well-structured. But you know a lot about the subject and you are familiar with similar companies.</i>				
3. You are at a foreign train station. There is a problem and repeatedly there are messages about delayed trains, trains leaving from different platforms, etc. You understand enough to know when and from where your train leaves.	<i>The messages are spoken quickly and there is a lot of noise in the background. You have to listen carefully to hear the message that concerns your train.</i>				
4. During a foreign internship in a company you take part in a meeting. It is clear that some people are not happy with the way things are going and others are. You understand the points of view of both sides and why some people are so angry.	<i>In these kinds of meetings, people tend to speak all at once and get excited. You do not have to understand every word, but you have to listen carefully to find out what people think of the way things are going.</i>				
5. You are working for an	<i>Do you think the representative</i>				

international company. There will be a major reorganization in your department. A representative of the main company comes to talk about the plans. You understand what the consequences will be for your work.	<i>will clearly summarize what is going to happen? Or will he/she try to make it look as positive as possible. Are you able to find out what it is really about, even though the talk is long and complicated?</i>				
6. There is a documentary on a foreign tv-channel about a technical subject that interests you. You can easily follow the story. You also understand the details.	<i>In a documentary about a scientific or technical subject people usually speak at a normal speed. The visual images and your knowledge on the subject help you to understand it.</i>				
7. At a conference you follow a presentation given by an expert comparing several products and services of companies that belong to your field of work. You are able to follow the talk.	<i>The presentation is well-structured. But a lot of information is given in a short period of time. You have to listen and concentrate very well in order to follow the arguments and conclusions.</i>				

C1 Listening

Situation	Extra information	I can do this:			I want to learn this
		not yet	with difficulty	with ease	
1. In your company you are part of a international project. You are can follow a briefing by the person in charge about planning and budgets.	<i>This concerns a large project in which several fields of work are participating. You have to listen to information about issues you do not know much about.</i>				
2. A foreign specialist gives you information on the products of his/her company. He/she talks in detail about all sorts of technical	<i>You are familiar with the main subject, but not with all the technical details. You can ask the speaker to repeat the information</i>				

specifications. You understand enough to be able to ask questions afterwards.	<i>and give extra explanations if you do not understand and you take notes.</i>				
3. You are able to understand messages at airports and in stadiums, even when the quality of the sound is bad.	<i>Are you able to understand what is being said, despite the background noises and the echo? Often you only understand a few words and have to guess the rest.</i>				
4. You are able to follow radio- and TV-programs in the foreign language, even when informal speech is used.	<i>Think of the popular programs you know from TV in your home country: many local phrases, many jokes. Would you be able to understand such a program in the foreign language?</i>				
5. You are living abroad for a while for your work. In your neighborhood you join a meeting about the construction of a new road. First you hear a talk and afterwards there is a discussion between those people present. You are able to follow everything relatively easy.	<i>The subject has nothing to do with your work. The meeting might be chaotic, especially during the discussion. People talk quickly, sometimes unclearly or with a strong accent. Of course you can ask for an explanation or repetition if you do not understand something.</i>				
6. Your company, together with a foreign partner, is about to submit a quotation for a large European project. You join the meeting during which the quote is being prepared. You are able to follow the discussion and are aware of what your company has to negotiate with the partner.	<i>Participants might not always state their goals clearly. After all, it is about trying to find out what everyone has to offer. You have to be able to listen very carefully, especially to everything that is not said openly.</i>				
7. In a foreign country you take part in the most important conference in your field of work. You are able to follow all	<i>Quite an amount of detailed information is presented. You have to be able to understand issues concerning your own area</i>				

kinds of technical presentations about products and services.	<i>of work in detail. When it deals with issues that you know less about, you have to be able to follow the main points.</i>				
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Appendix: 3

Questionnaire Oral introduction programme

2007-2008

Version: 1

6 topics:

Jobs

Family and Environment

Music and Film

Range of Interest in Retailing

Hobbies

Sports

Jobs

1. Tell me about your dream job.
 - What is your dream job? Why?
2. Which job would be your worst nightmare?
3. Which part of the retail business has your personal interest? Why?
(e.g. what kind of stores).
4. What do you think most children want to be when they grow up? Why?
5. What did you want to be when you were growing up? Why?
6. Choose one of your (working) parents and tell me what kind of job he or she has.
 - What do they like/dislike about it?.
 - What do you think about their job?
7. Tell me about the jobs you have had in the past.
 - What did you like/dislike about them?
 - Why did you leave them?

Family and Environment

1. Tell me something about the place where you live (small, big) and what your house looks like.
2. What can you do in the town/city where you live?
 - Is it possible to go out and have some fun?
 - Where do you go to then?
3. Is there something to do in you town/city for little children?
 - Why do they go there?
 - What do you think about this place?
4. If you had to give me a sightseeing tour in the place where you live, where would you take me?
 - What is definitely worth seeing?
 - What should I not see?

5. Tell me something about your family?
 - Ages
 - Hobbies
 - Personality
6. Which member of your family looks most like you? (either personality/looks) Why?
7. Which member of your family looks the least like you? Why?
8. Which member of your family do you look up to and why?

Music and Film

1. Tell me about the most recent film you have seen in the cinema. What was it about and did you like it? Why (not)?
2. Which film, according to you, should I definitely watch on a rainy Sunday afternoon? (Why)
3. What kind of films (genre) do you like or dislike?
4. Is there a film in the cinema right now or coming real soon that you would like to see? What is it about and why do you want to see it?
5. What films do you think I like to watch? Why?
 - I have seen one in the cinema very recently. Can you guess which one and why I wanted to see it?
 - There is a film in the cinema right now that I would like to see. Can you guess which one and why?
6. What do you think is my favourite music and why?
7. What is your (e.g. your father's, mother's, brother's) favourite music? Why?
8. What kind of music is played in the places where you go out on a Saturday night?

Range of Interest in Retailing

1. What do you think is the most important thing to do/know in/about the retail business?
2. Why have you chosen the retail business as your future profession?
3. Give me an example of something that happened to you, or someone you know, in the retail business that you think is really unacceptable. Why?
4. Which of the following jobs would you apply for?
Which of the following jobs would you not apply for?
Why?
 - Supermarket
 - Clothing store
 - Drug store
 - Candy store
5. Would you like to work in the food or the non-food retail section? Why?

Hobbies

1. What do you think is the most boring hobby in the world?
2. What kind of hobby do you think I've got?
3. Tell me about your hobbies.
4. Are there any hobbies you can think of that you can also make money with? How and Why?
5. What kind of hobby would you like to do or learn?

Sports

1. Name some typical boy and girls sports. Why?
2. Which sport do you like/dislike to watch on TV? Why?
3. Are there any sports that you can link to a certain country? (e.g. UK-cricket)

6 topics:

Jobs

Family and Environment

Music and Film

Range of Interest in Retailing

Hobbies

Sports

Jobs

1. What's your favourite student's job?
2. How much would you like to earn a student? What will you spend the money on?
3. Tell me about a day's work in a shop.
4. You're a salesman/woman in a toyshop. I want to buy a toy for a seven-year-old boy/girl. Approach me and ask the right questions.
5. Describe what precisely happened in the shop when you bought your most recent article.

Family and Environment

1. Who are living with you under the same roof? Who do you share the house with?
2. Where would you like to live? Why?
3. Why do your parents live in that house/apartment/flat?
4. How will your future house look like?
5. Describe your bedroom/living room/kitchen/garage.

Range of Interest in Retailing

1. What is your favourite store to buy clothes? Why?
2. What will be the ideal store for you to spend your traineeship?.
3. Mention a few different stores and some articles they sell in the town nearest where you are living.
4. Name at least three different ways to pay for the articles you purchased.
5. Name at least three different ways to welcome a customer.

Hobbies

1. What's your dad's/mum's favourite hobby? Why? What you think of it? Why could/couldn't it be yours as well?
2. What could be my (the interviewer's) favourite hobby? Try to find out by asking questions.
3. Why do people have hobbies anyway?
4. What's your favourite hobby? How do you pay for it?
5. Mention the 5 most favourite hobbies in the Netherlands. If you do not know the words describe them. Make me guess.

Sports

1. What's your most favourite sport on TV? Why?
2. Tell me about your last swimming/skating/cycling. Whatever.
3. Why do so many people watch football?
4. Why have you never tried out diving/....?
5. What's your opinion on sports with animals?

Oral test
Introduction programme
2007-2008

Name assessor:

Name :

Class :

Date :

Time:

1. Jobs

Merit	4	Pass	3	Fail	2	Nothing	1
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2. Family and Environment

Merit	4	Pass	3	Fail	2	Nothing	1
-------	---	------	---	------	---	---------	---

3. Music and Film

Merit	4	Pass	3	Fail	2	Nothing	1
-------	---	------	---	------	---	---------	---

4. Range of Interest in Retailing

Merit	4	Pass	3	Fail	2	Nothing	1
-------	---	------	---	------	---	---------	---

5. Hobbies

Merit	4	Pass	3	Fail	2	Nothing	1
-------	---	------	---	------	---	---------	---

6. Sports

Merit	4	Pass	3	Fail	2	Nothing	1
-------	---	------	---	------	---	---------	---

Total: _____

Total:																					
24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3
9,6	9,2	8,8	8,4	8,0	7,6	7,2	6,8	6,4	6,0	5,6	5,2	4,8	4,4	4,0	3,6	3,2	2,8	2,4	2,0	1,6	1,2
Proofer						Inter						Starter									

Appendix: 4**NAME** _____.**CHECK LIST ENGELS CEF A2/B1**

CEF LEVEL	VAARDIGHEID	PRODUCT TITEL	Datum	Accoord /paraaf
B1	Luisteren	BBC Video		
B1	Lezen	Text test		
A2	Schrijven	E-mail test		
B1	Luisteren	Listening test		
B1	Lezen/Schrijven	Module toets Schriftelijk		
B1	Gesprekken	Module toets Mondeling		
B1	Spreken	QPT - Test		

Appendix: 5

Phone call, product information

- 6 In mijn leerbedrijf komt een klant binnen, die geen Nederlands spreekt. Omdat ik op dit moment alleen in de winkel sta, zal ik hem moeten helpen.
 - Ik:
 - groet de klant en vraag of ik met hem in het Engels kan praten,
 - geef het juiste antwoord op de vragen over de prijs, de kwaliteit, de voorraad, de maat, de kleur, enzovoort van een artikel dat in de etalage staat (of op het raamaffiche staat),
 - geef het juiste antwoord op de vraag over de betalingsmogelijkheden van mijn leerbedrijf,
 - wijs hem de plek in mijn leerbedrijf waar het artikel ligt,
 - beëindig het gesprek.
 - Ik werk op papier uit wat ik moet zeggen.
 - Ik zoek de woorden die ik wil gebruiken op en oefen het gesprek met een andere deelnemer.
 - Als ik genoeg geoefend heb, maak ik een afspraak met mijn begeleider (of vakdocent Engels) om het gesprek te voeren.

opdracht 6

- Ik groet de klant en ik vraag of met hem in het Engels kan praten.

- Ik geef het juiste antwoord op de vragen over de prijs, de kwaliteit, de voorraad, de maat, de kleur, enzovoort van een artikel dat in de etalage staat (of op het raamaffiche staat).

- Ik geef het juiste antwoord op de vraag over de betalingsmogelijkheden van mijn leerbedrijf.

- **Ik wijs hem de plek in mijn leerbedrijf waar het artikel ligt.**

- **Ik beëindig het gesprek.**

Phone call, customer enquiry

13 Dat is schrikken.

- Tijdens mijn werk achter de toonbank, gaat de telefoon. Omdat er op dat ogenblik niemand anders aanwezig is, neem ik de telefoon op. Het is een Engels sprekende klant. Deze klant heeft een aantal vragen die ik in het Engels ga beantwoorden.
Dat betekent dat ik:
 - de telefoon opneem en op de juiste manier in het Nederlands groet,
 - op de vraag van de klant of ik Engels kan spreken ja zeg,
 - het juiste antwoord geef op de vragen over de stand van zaken betreffende een artikel dat hij vorige week besteld heeft,
 - het juiste antwoord geef op de vragen over een nieuw artikel dat vanaf volgende week in mijn leerbedrijf te koop zou zijn.
- Omdat ik op de laatste vraag geen antwoord kan geven, vraag ik de naam en het telefoonnummer van de klant.
- Ik maak een notitie van de naam en het nummer en beloof de klant dat mijn baas, de heer Struickhoven, vandaag nog zal terugbellen.
- Ik werk op papier uit wat ik moet zeggen.
- Ik zoek de woorden die ik wil gebruiken op en oefen het telefoongesprek met een andere deelnemer.
- Als ik genoeg geoefend heb, maak ik een afspraak met mijn begeleider (of vakdocent Engels) om het telefoongesprek te voeren.



opdracht 13

- **Opnemen telefoon/beantwoorden klant.**

- **Ik geef het juiste antwoord op de vragen over het door hem bestelde artikel.**

- **Ik geef het juiste antwoord op de vraag over het nieuwe artikel.**

- **Telefoonnotitie.**

- **Ik beëindig het gesprek.**

Phone call, make note/ memo

14 De telefoonbel rinkelt.

- Ik ben bezig met een klant, die een vraag heeft over een artikel.
De telefoon gaat over en omdat ik alleen ben, pak ik de telefoon op.
- Ik neem de telefoon op en groet op de juiste manier in het Nederlands.
Dan hoor ik aan de andere kant van de lijn:
 - Do you speak English?
 - Ik bevestig dit en vraag waarmee ik kan helpen.
 - This is Brian Jones, the Supply Manager of the Head Office speaking.
I want to talk to your Sales Manager.
 - Ik weet dat de filiaalmanager niet aanwezig is en vraag de persoon om morgen terug te bellen.
 - I don't want to call back tomorrow, would you be so kind as to take a message
 - Ik zeg dat dit geen probleem is.
- Ik luister goed en maak een notitie van het bericht in het Nederlands.
- Vervolgens beëindig ik het telefoongesprek.
- Als voorbereiding op het telefoongesprek zoek ik de woorden op die ik denk nodig te hebben.
- Ik maak een afspraak met mijn begeleider (of vakdocent Engels) om het telefoongesprek te voeren.
- Ik maak de notitie in verzorgd Nederlands, zodat er geen onduidelijkheden zijn voor de filiaalmanager.

opdracht 14

opnemen telefoon



Opening.wav

- **Wat zegt de persoon die belt?**

- **Je antwoordt in het Engels dat je inderdaad Engels spreekt.**

1^e vraag



1e vraag.wav

- **Wat zegt de persoon die belt?**

- **Je antwoordt in het Engels dat hij niet aanwezig is en of zij morgen kan terugbellen.**

2^e vraag



2e vraag.wav

- **Wat zegt de persoon die belt?**

- **Je antwoordt in het Engels dat dit geen probleem is en dat je even pen en papier pakt.**

Information desk employee

- 5 Bij mijn werkzaamheden achter de informatiebalie van mijn leerbedrijf staat plotseling een Engels sprekende klant voor mijn neus.
- Ik werk op papier uit wat ik moet zeggen.
Hiervoor zet ik de volgende stappen:
 - Ik greet de klant en vraag waarmee ik hem kan helpen.
 - De klant wil informatie over garantie en het terugbrengen van een bepaald artikel.
 - Ik zoek de betreffende informatie op in de richtlijnen "retouren & garantie" van mijn leerbedrijf.
 - Ik leg de klant dit in het Engels uit.

richtlijnen "retouren & garantie"			
retouren	NIET GEBRUIKT in de verpakking met kassabon.		8 dagen
garantie			
artikelgroep	prijs	voorwaarden	tijd
kleding	n.v.t	met etiket en kassabon	14 dagen
huishoudelijke artikelen	tot € 100	met doos en kassabon	14 dagen
	> € 100	met doos en kassabon	30 dagen
elektrische apparatuur	tot € 150	met garantiebewijs	12 maanden
	> € 150	met garantiebewijs (mogelijk te verlengen)	24 maanden
verlengde garantie	> € 150	premie 3% van de consumentenprijs	5 jaar

- Nadat ik de klant de gewenste informatie gegeven heb, vraagt hij waar de artikelen uit de advertentie staan.
 - Ik wijs hem vervolgens de weg.
 - Ik beëindig het gesprek.
- Ik zoek woorden die ik wil gebruiken op en oefen het gesprek met een andere deelnemer.
 - Als ik genoeg geoefend heb, maak ik een afspraak met mijn begeleider (of vakdocent Engels) om het gesprek te voeren.

opdracht 5

- Ik groet de klant en ik vraag hem in het Engels waarmee ik kan helpen.

- Ik verstrek de klant de juiste informatie. (gebaseerd op de richtlijnen van “retouren & garantie”)

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- **Ik wijs hem de plek in mijn leerbedrijf waar het artikel ligt.**

- **Ik beëindig het gesprek.**

Cash desk employee

- 1 Het komt wel eens voor dat in mijn leerbedrijf Engels sprekende klanten mij aanspreken. Pas geleden was dat ook het geval.
Ik was ingedeeld bij de kassa en plotseling sprak een klant me in het Engels aan.
 - Ik kwam niet uit mijn woorden. Dus de hoogste tijd om me op dit soort gesprekken voor te bereiden.
Ik ga dit gesprek oefenen met mijn begeleider (of vakdocent Engels).
In dat gesprek bereid ik me voor op:
 - het begroeten van een Engels sprekende klant,
 - de vraag hoe ik kan helpen (klant heeft verschillende artikelen),
 - het uitspreken van minimaal twintig prijzen van de verschillende artikelen,
 - het uitspreken van het te betalen bedrag,
 - het informeren van de klant over de verschillende methoden van betalen (contant, pinnen of creditcard),
 - het afrekenen en als dat nodig is wisselgeld teruggeven,
 - de vraag of ik iets moet inpakken,
 - het beëindigen van het gesprek.
 - Ik werk op papier uit wat ik moet zeggen.
 - Ik zoek de benodigde woorden op en oefen het gesprek.
 - Als ik genoeg geoefend heb, maak ik een afspraak met mijn begeleider (of vakdocent Engels) om het gesprek te voeren.
-

een Engelse klant

opdracht 1

- Ik groet de klant.

- Ik vraag de klant hoe ik hem moet helpen.

- Ik spreek minimaal twintig artikelprijzen uit

- **Ik spreek het te betalen bedrag uit.**

- **Ik informeer de klant over betalingsmethoden.**

- **Ik reken af en geeft het wisselgeld terug.**

- **Ik vraag of ik iets moet inpakken.**

- **Ik beëindig het gesprek.**

Business e-mail MANCO

- 8 Ik geef per e-mail een manco door in het Engels.
Ik kies een artikel van een pakbon van mijn leerbedrijf.



In mijn e-mail schrijf ik:

- de gegevens van het artikel (naam, artikelnummer, enzovoort),
- het aantal artikelen dat te weinig geleverd is,
- mijn oplossingsvoorstel,
- het telefoonnummer waarop ik bereikbaar ben, zodat ik teruggebeld kan worden.

Ik gebruik de Engelse zakelijke briefregels.

Ik stuur de e-mail naar:

opdracht 8

informatie over:		mailtekst in de Engelse taal:	
• artikelgegevens	•		
• aantal	•		
• oplossingsvoorste			
l	•		
• telefoonnummer	•		

De bovenstaande informatie over een artikel dat manco was,

- heb ik op _____
- gemaïld naar _____

Questionnaire

questionnaire



Gegeven de volgende praktijksituatie

De laatste week van deze maand is in jouw leerbedrijf de jaarlijks terugkerende Engelse week. Vorig jaar was de week erg succesvol. Een van de redenen van dat succes was de aanwezigheid van veel Engels sprekende toeristen. In mijn leerbedrijf stond toen een display met speciale artikelen uit de regio. Ook de etalage straalde een Engelse sfeer uit. Ook dit jaar worden weer veel buitenlandse bezoekers verwacht.

De eigenaar van mijn leerbedrijf wil van de buitenlandse toeristen weten, wat hun redenen zijn om onze winkel in de Engelse week te bezoeken. Ook wil hij graag weten of onze winkel uitnodigt tot kopen. Hij heeft aan mij gevraagd een lijst met vragen te maken.

De antwoorden op deze vragen moeten hem de informatie geven om volgend jaar nog beter in de Engelse week voor de dag te komen.

- 1 Ik maak een vragenlijst in het Engels met minimaal tien vragen (vijf open vijf gesloten vragen). Deze vragen moeten antwoord geven op de vragen die mijn leerbedrijf heeft over:
 - de stopkracht van de etalage van mijn leerbedrijf,
 - de aantrekkingskracht van de "Engelanddisplay" van mijn leerbedrijf,
 - de behoefte van buitenlandse klanten aan regioartikelen.
- 2 Ik beantwoord in het Engels vier vragenlijsten van andere deelnemers uit mijn groep.
- 3 Ik vergelijk de vier vragenlijsten van andere deelnemers met die van mij.
- 4 Ik maak een korte samenvatting van deze vergelijking in het Engels.
- 5 Ik bespreek de uitkomst van die vergelijking met mijn begeleider/vakdocent Engels.

questionnaire

opdracht 1

vragenlijst

open vragen

1.

2.

3.

4.

5.

6.

7.

8.

gesloten vragen

1.

2.

3.

4.

5.

6.

7.

8.

opdracht 2

antwoordenlijst

deelnemer 1

open vragen

1.

2.

3.

4.

5.

6.

7.

8.

gesloten vragen

1.

2.

3.

4.

5.

6.

7.

8.

antwoorden open vragen

1.

2.

3.

4.

5.

6.

7.

8.

antwoorden op gesloten vragen

1.

2.

3.

4.

5.

6.

7.

8.

deelnemer 2

open vragen

1.

2.

3.

4.

5.

6.

7.

8.

gesloten vragen

1.

2.

3.

4.

5.

6.

7.

8.

deelnemer 3

open vragen

1.

2.

3.

4.

5.

6.

7.

8.

gesloten vragen

1.

2.

3.

4.

5.

6.

7.

8.

antwoorden open vragen

1.

2.

3.

4.

5.

6.

7.

8.

antwoorden op gesloten vragen

1.

2.

3.

4.

5.

6.

7.

8.

deelnemer 4

open vragen

1.

2.

3.

4.

5.

6.

7.

8.

gesloten vragen

1.

2.

3.

4.

5.

6.

7.

8.

antwoorden open vragen

1.

2.

3.

4.

5.

6.

7.

8.

antwoorden op gesloten vragen

1.

2.

3.

4.

5.

6.

7.

8.

antwoorden open vragen

1.

2.

3.

4.

5.

6.

7.

8.

antwoorden op gesloten vragen

1.

2.

3.

4.

5.

6.

7.

8.

opdracht 4

samenvatting van vergelijking

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