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## Towards a school policy for language teaching and learning



### What language teachers told me



## **This presentation:**

- EU policies on language learning
- Dutch policy on languages in VET
- How should foreign languages be learned?
- CALL and its perceived advantages and disadvantages
- The need for a school policy on language learning

## **EU policies on language learning in VET**

- Language learning is important in the VET sector, for SME's
- M + 2 (importance of the national language)
- Learning languages through international work placements




## Dutch policy on languages in VET

- New national qualification framework for VET
- Including Language Competency Profiles
- Modern Foreign Languages + Dutch
- Per VET level (1-4)
- Language tasks in the profession as a starting point

		LISTENING	READING	SPOKEN INT.	SPEAKING	WRITING
<b>Allround beauty specialist (level 4)</b>						
Proficient User	C2					
	C1					
Independent User	B2					
	B1	B1	B1			
Basic User	A2	x	x	A2	A2	A2
	A1	x	x	x	x	x

**Allround export operator**

		LISTENING	READING	SPOKEN INT.	SPEAKING	WRITING
Proficient User	C2					
	C1					
Independent User	B2		B2.1			B2.1
	B1		x	B1		x
Basic User	A2	A2	x	x		x
	A1	x	x	x		x



**MFL related to VET levels (2005)**

Level	No FL	One FL	Two FL	(n)
1:	37%	25%	37%	(24)
2:	26%	57%	17%	(119)
3:	5%	64%	32%	(124)
4:	1%	60%	39%	(143)
<b>Totaal</b>	<b>12%</b>	<b>58%</b>	<b>30%</b>	<b>(410)</b>



## Dutch policy on languages in VET

- Minimum requirement levels for Dutch for all (2007) as part of our fight against low-literacy
- Expected: minimum requirement levels for English for all (2008) as part of European citizenship and the promotion of lifelong learning



## How should languages be learned?



irregular verbs		past participle
infinitive		
brengen (to bring)		gebracht
denken (to think)		gedacht
doen (do)		gedaan
gaan (go)		gegaan
hebben (to have)		gehad
kopen (to buy)		gekocht

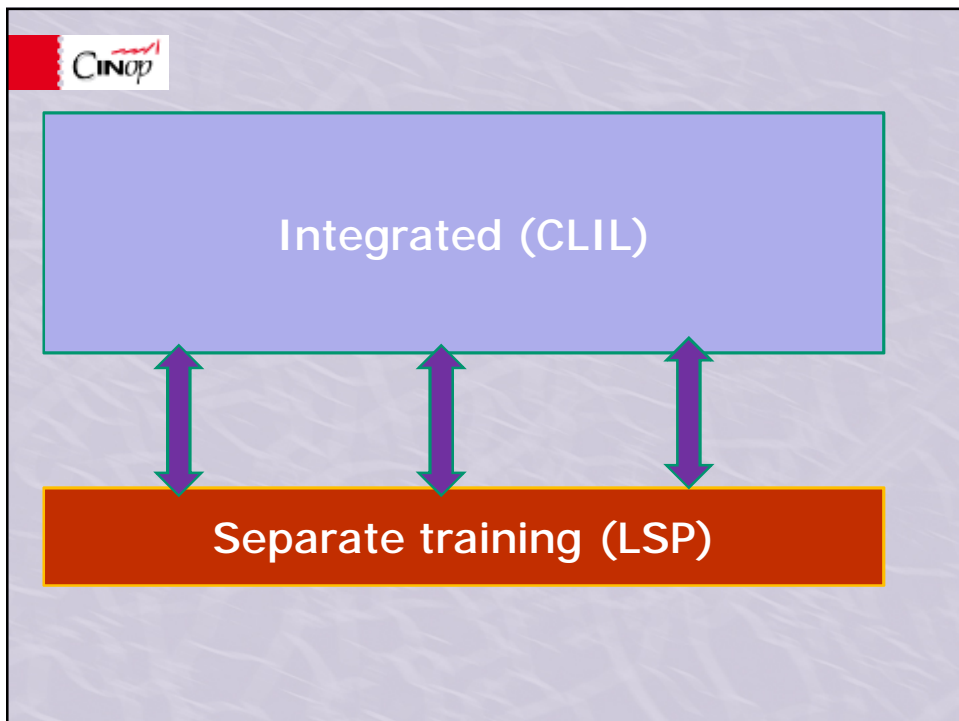
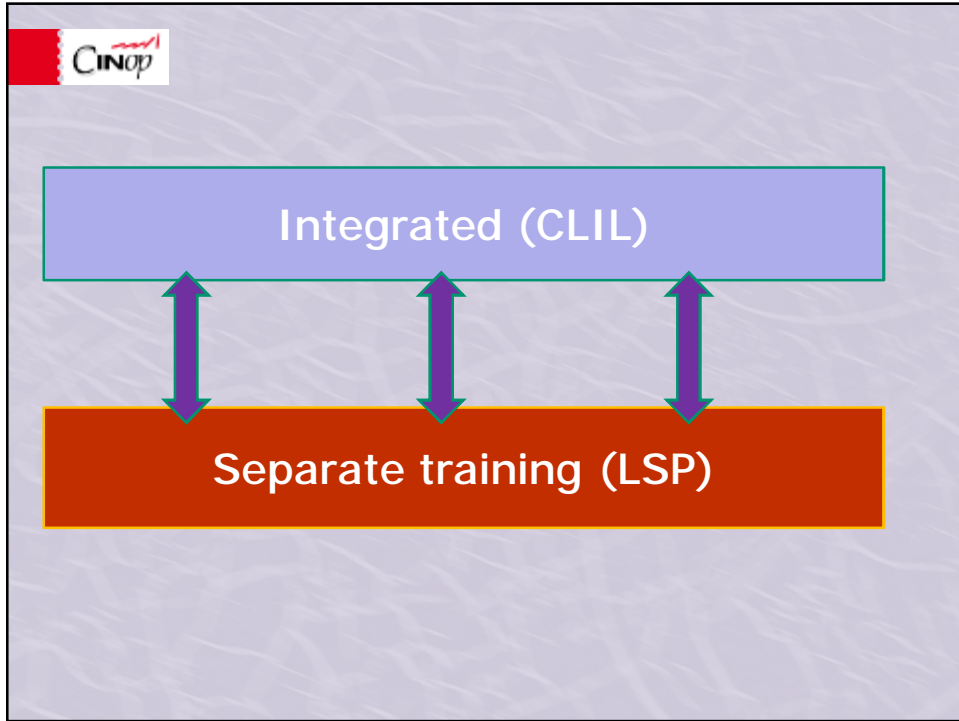
## How should languages be learned?

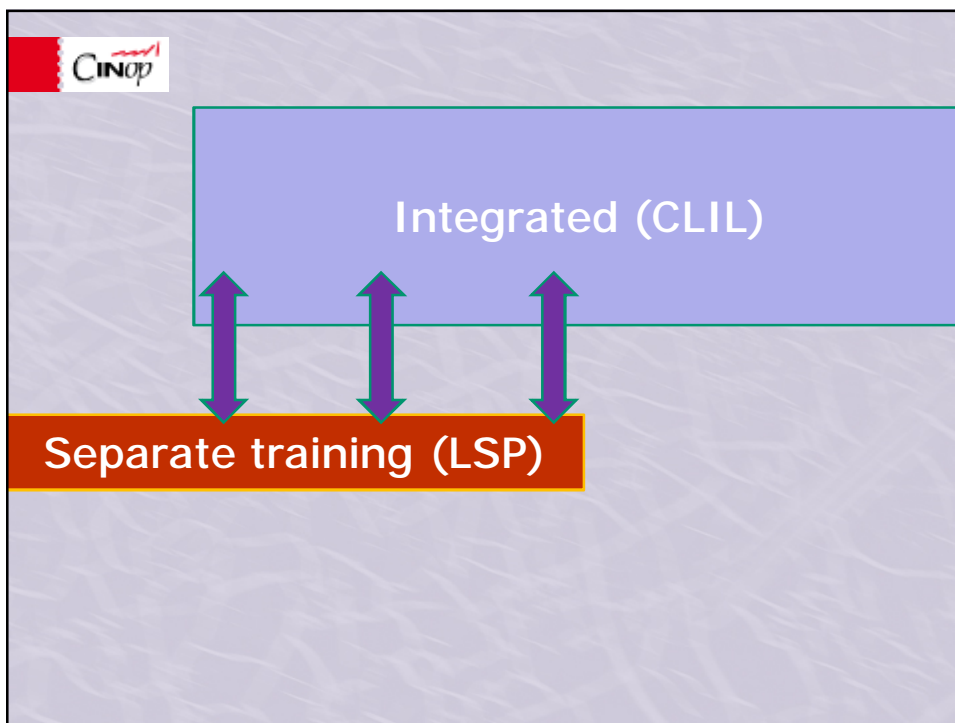
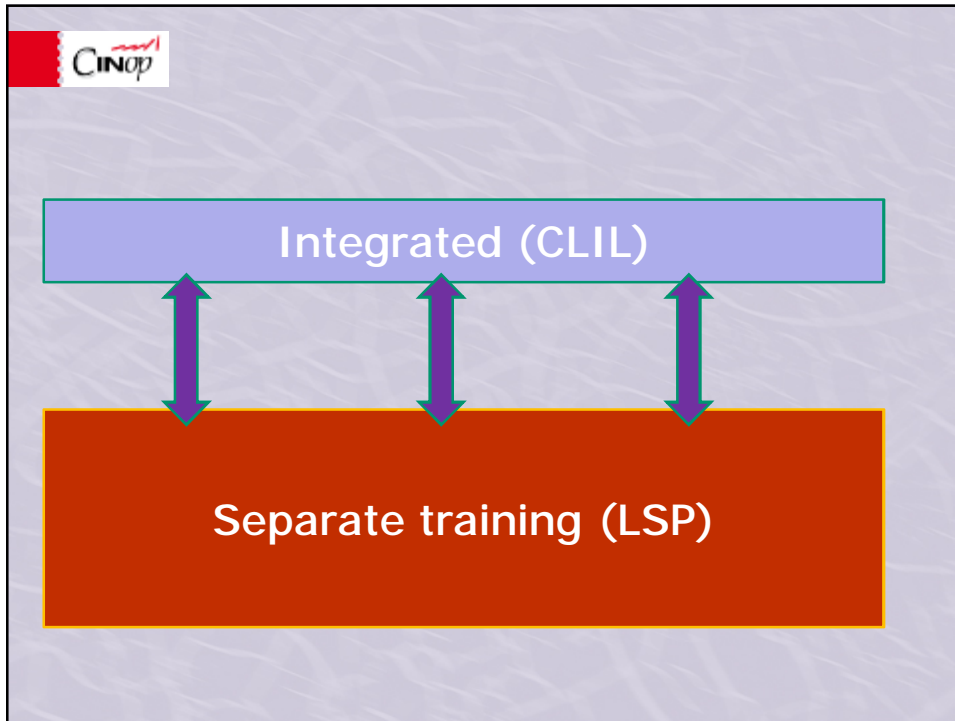


## How should languages be learned?

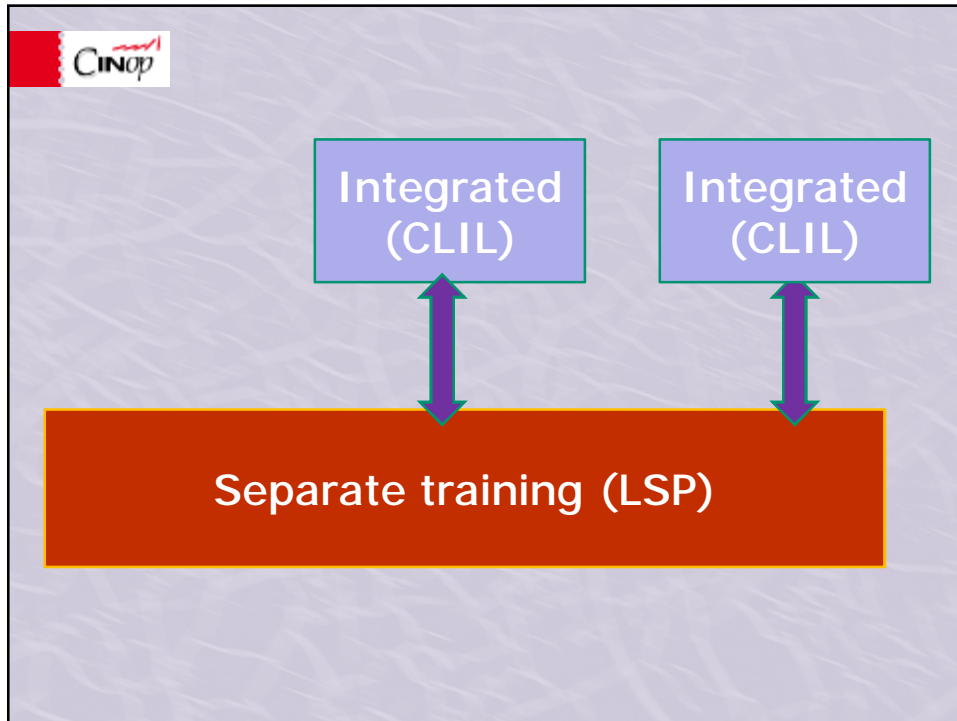
Along two lines:

- I. Integrated (CLIL): LANGUAGE IN THE PROFESSION  
(a role for all teachers)
- II. Tailor-made courses/workshops (LSP):  
LANGUAGE FOR VOCATIONAL  
/PROFESSIONAL PURPOSES  
(a role for language teachers)









**A role for CALL**


Warschauer:

- Behaviouristic CALL
- Communicative CALL
- Integrative CALL
  - Online Language Learning (Murphy, Felix)
  - MOLL: Mobile Language Learning
  - Including tools for specific skills



## Role of CALL: perceived advantages



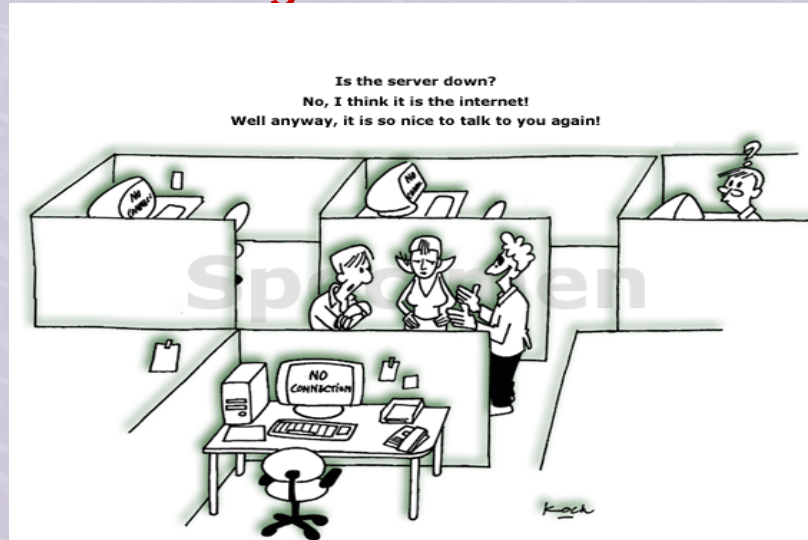


## Role of CALL: perceived advantages

- Authentic resources and information
- An instrument for construction and correction
- An instrument for practice and testing
- Communication and collaboration
- Real world learning
- Motivation

(Murphy; Corda&Westhoff)


## Role of CALL: perceived disadvantages



## Role of CALL: perceived disadvantages


- Time and the curriculum
- Lack of training, support and vision
- Access and equipment
- Control and monitoring
- Students' beliefs, lack of skills, etc.
- OLE's : too difficult, overload, 'time eaters'

(Murphy, 2000)



## **A school policy on language learning**

- Integrating languages means: adopting a CLIL approach
- Designing a separate language course means: adopting an LSP approach
- Designing a curriculum means: developing and connecting both approaches



## **A school policy on CALL**

- Focus on integrative CALL (with a role for intelligent tools)
- Focus on the advantages of CALL
- Minimize the disadvantages of CALL

## A school policy on CALL

- Innovative practices: not just for the 'happy few'
- Disseminate project results to the rest of the school

## Towards new horizons!





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