

Analysis –  
**NETHERLANDS**



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## **Project partnership**

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## 1 BACKGROUND

The importance of multilingualism has been outlined in the communication of the Commission promoting Language Learning and Linguistic Diversity (An Action Plan 2004 – 2006 (COM 2003)) and the Commission describes the ability to understand and communicate in more than one language as “a desirable life-skill for all European citizens” (European Commission 2005). It is said to encourage people to become more open to other people’s cultures and outlooks, improve cognitive skills and strengthen mother tongue skills, enable people to take advantage of the freedom to work or study in another Member State.

The enlargement of the European Union, the raise of mobility within Europe including migration to the EU, and the development and objective of a society based on knowledge influenced highly the issue of multilingualism and its importance. Currently about 450 languages are spoken in the European Union. For the European Union member states, especially for decision makers, there is a challenge to create a system of communication above barriers of foreign languages and cultures. Moreover the knowledge of foreign languages and cultures can positively influence the development of entrepreneurship, better working places, intercultural dialogue and international communication.

For these reasons, awareness raising and motivation enhancement to learn (foreign) languages are of paramount importance to each EU member state. This might not be new for most of us but there has still been some lack of motivation or lack of reasons for learning in particular referring to young, deprived learners.

Thus this project, YELL Young Europeans Love Languages, is a network whose main aim is to promote languages learning as a key competence for lifelong learning and therefore addresses formal but also to a greater degree non-formal and informal learning environments and situations (in education, cultural, social, sport institutions offering various ways of spending free time among young people) who can enhance language learning of this target group.

One of the first activities performed within the network was the research on the country situation on relevant aspects to improve the above described situation. This document is one of the main outputs of it.



## 2 INTRODUCTION

The YELL network prepared this report to provide project partners, trainers, teachers, tutors with a detailed analysis of the current language education policy and programs in the partner countries, i.e. in Austria, Belgium, Bulgaria, Germany, Italy, Latvia, the Netherlands, Norway, Spain and the UK. It covers, inter alia, the following areas:

situation of foreign language learning, what languages are taught

education policy and programs,

condition for reaching young people and motivating them to participate in learning languages outside formal education, including identifying and collection of best practices

Based on desk & field research, data has been collated and analysed. Associated partners and actors of local networks as well as relevant stakeholders who were invited to several meetings and workshops organized by project partners, as well as participants of the joint thematic seminar held in Vienna (July 7<sup>th</sup>, 2009) contributed to the elaboration of recommendations and good practices summarized in this document.

The following include the summary on the country findings regarding formal, non-formal and informal language learning issues (Part 1), Good Practices collated by project partners (Part 2) and a catalogue of recommendations of importance for the elaboration of other project results, such as the YELL Handbook.

This report can be downloaded free of charges from the project website [www.yell-project.eu](http://www.yell-project.eu)

### 3 THE COUNTRY SITUATION

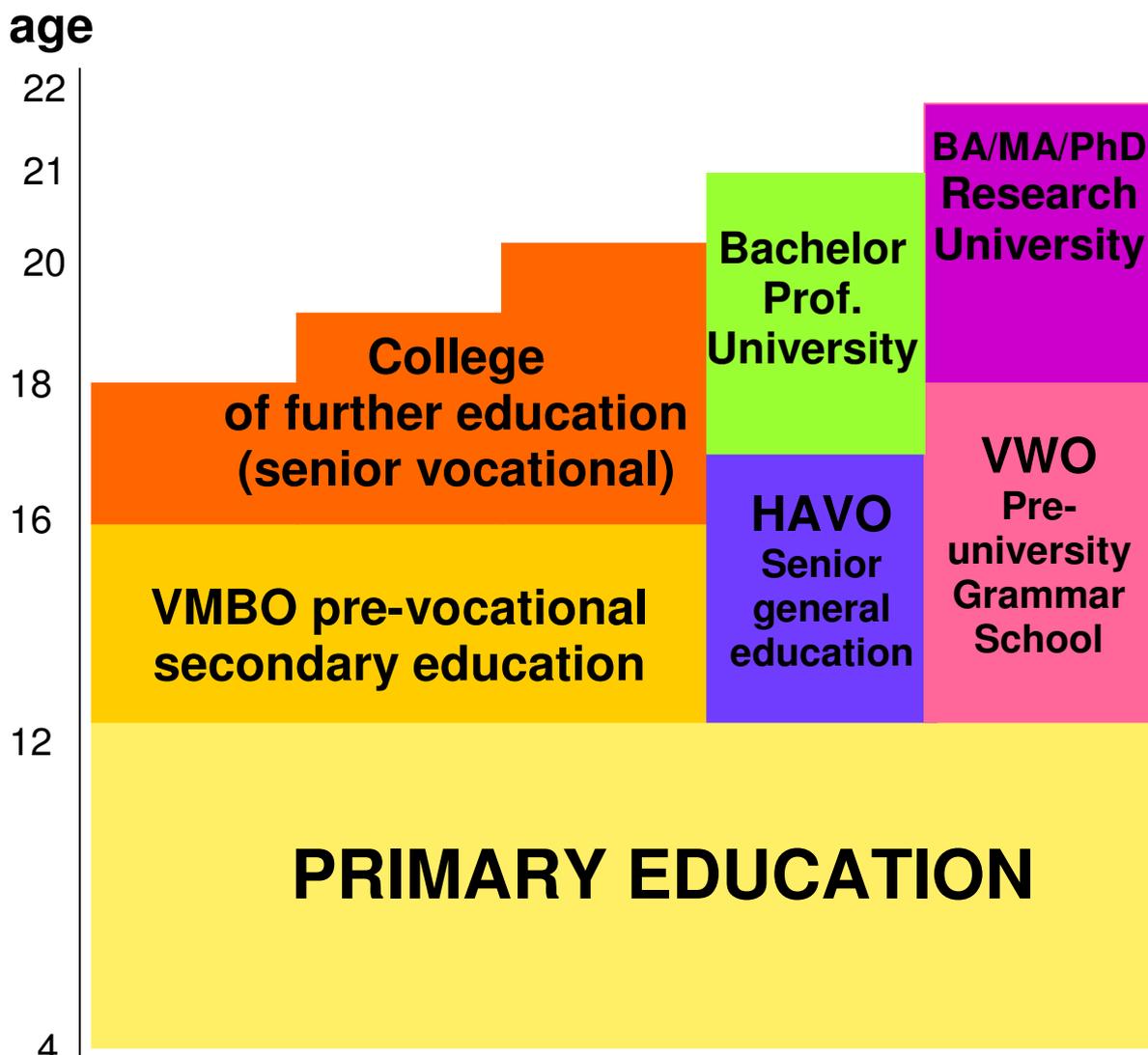


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#### 3.1 Introduction

#### 3.2 Education policy and programs in the Netherlands

Below you find an overview of the way the Dutch educational system is built up. In the following paragraph we will explain a bit more about how language learning is integrated into this educational system.





### *Primary Education*

Primary education is structured into 8 groups. Children learn to read and write Dutch from group 3 onwards and from group 7 onwards English is a compulsory subject. Nowadays some schools start teaching English earlier on since it is allowed to imbed a certain subject whenever a school wants to.

### *Secondary Education*

When you look at the way language learning is structured in secondary education you will find there is a difference between the different levels. In the Netherlands secondary education is divided into three different levels. Which languages you will be taught and for how long depends on the level you attend.

VMBO:

Dutch

English

German or French

HAVO:

Dutch

English

German and/or French (depends on the choice student makes)

VWO:

Dutch

English

German and/or French

Latin (optional)

Greek (optional)

Some schools offer additional languages such as Spanish or Mandarin.

### *Tertiary Education*

In vocational education Dutch and English are compulsory and for some professions a third language is needed. Mostly this means students will be following German, French or Spanish.

When studying for a bachelor's or master's degree Dutch and English will be the most used languages. Part of the curriculum might be in English – so good knowledge of this language is necessary. In some cases it could be necessary to study another language. For example; when you want to become a teacher of Turkish you will have to study Turkish.



### **3.2.1 Non-formal**

When you think of non-formal learning in the Netherlands you soon end up at local ‘open universities’ (where people can do workshops or follow courses) or projects funded by the city council.

Most of the language learning is funded by the European Platform, government or city councils. Even when people attend an open university part of this is funded by the local council since they give funding to certain culture/open institutions.

Most of the language learning in The Netherlands takes place in schools – outside of that most of the language learning involves courses or council initiatives. Most of the local initiatives involve integration – immigrants who are stimulated to learn the Dutch language.

In our Good Practices you find examples of formal and non-formal learning in The Netherlands.

### **3.3 Main didactic and methodological model(s)**

In The Netherlands education undergoes a lot of changes – especially the didactic model changes quite often. In the past the frontal approach was considered normal; one teacher in front of a large group of students. The teacher would talk and the students would listen and follow up directions (e.g. ‘do assignment number 2’).

During the 80s things changed and the frontal approach became something you should not be using as the basic principle for teaching. Stimulating teamwork became more important and letting students solve problems themselves instead of telling them how to deal with a certain subject.

Right now there are several approaches used in education. Of course ICT has gained popularity; a lot of schools (partly) use e-learning or some form of digital work. A different approach, which comes with the e-learning model, is team-teaching. In this case two teachers are coaching students who are working independently in an open learning are. This means students from different levels/classes could be following a class at the same time. The teacher is not there to tell them what they are going to do but to guide them and help them when they get stuck.

As far as language learning is concerned, the communicative approach is the new standard in The Netherlands. This means languages are presented as a mean, not a goal. Especially in secondary education teachers still struggle with this since they are used to teach grammar as grammar whereas the communicative approach asks you to integrate grammar in communicative contexts.

In some projects/schools language learning is integrated in other subjects/courses. For example; combine economics with English – learners present their business presentations in English.



### **3.4 Working with different learners**

The Netherlands has a lot of immigrants and therefore a lot of people who need to learn the Dutch language or who still struggle with the Dutch language. A special approach of teaching Dutch has been developed for this group of people; Dutch as a Second Language.

Currently most teachers in The Netherlands know how to deal with people who have a different ethnic background. In teacher training colleges there are courses on multicultural society and what characteristics each ethnic background comes with. Teachers take students' backgrounds (ethnic, learning problems, behavioural problems) into account but do not make a distinction between students (unless necessary for the learning process).

If needed guidance is possible from experts (remedial teachers, psychologists, etc.).

### **3.5 Language learning**

Language learning mostly takes place at school since the Dutch standards for language education are quite high. The large public institutions (open universities and language centres) mostly get older participants. An occasional youngster joins in, but the average age of participants in out of school language learning is about 50 years. These courses mostly take place during the evenings whereas regular (language)education mostly takes place during the day. In the courses outside of regular education classes tend to be smaller – between 8-20 students (in regular education average classes contain in between 15-30 students).

Language learning in The Netherlands uses different kind of descriptions for levels. In primary and secondary education goals are described, e.g. 'student can understand a simple weather forecast' or 'student can write a postcard about his/her holiday'. In higher education (lower-vocational education, college and university) the Common European Framework of Reference is used (CEF-levels). Outside of the regular educational system several descriptions of levels are used, such as beginners, advanced, etc.

When we look at the CEF-levels most people reach B2-C1 for Dutch, B1-B2 for English and most people can speak a third language on A1-A2 level. Putting that into percentages is still quite difficult since the CEF-levels have not been used for a long time yet. After some research we think it is safe to say about 60-70% of youngsters reach level B1 for their first foreign language. There are not many people who reach C1 or higher in a foreign language – if they do learn a foreign language to that level it would be English since that is the language they start learning at an early age.

#### **Target group**

Since language learning is part of the obligatory Dutch education students do not tend to have an intrinsic motivation to learn a language. Most young learners (primary schools) do enjoy learning a



new language and want to participate in these classes. At a later age the status of language learning amongst students becomes less popular except in higher levels of secondary education. In those higher levels students seem to realise these languages are a necessary mean to either go abroad or make a career in certain fields of work.

To stimulate language learning a lot of schools have exchange programs, where a group of foreign youngsters come to The Netherlands and the Dutch youngsters might visit the other country at a later stage. These days programs like these are becoming more popular amongst the lower levels of secondary education which has got a positive effect on the motivation of youngsters to learn languages. A downside to these programs are the financial and organisational aspects; not all schools/students have got the financial means to attend such a program and of course there has to be time in the curriculum to organise something like this. An easier, and often used, solution is a pen pal program in which students communicate (e-mail or write letters) with someone their own age in the country of the language they are learning (mostly Britain, USA, France, Germany).

As said before, students who attend a higher level of education are more interested in languages – especially when they have certain ambitions for the future they realise they need a second or even third language.

When students start college or university the chance part of their curriculum is in English exists. Besides, most Bachelor and Master studies offer the possibility to do a placement abroad. Some of these placements are funded by the European Platform (Life Long Learning Programme, Leonardo scholarship, etc.) or the university. Going abroad for a few months (generally 3-12 months) is really popular and we could say it is considered ‘normal’.

When we have a closer look at the group of voluntary language learners their motivation to learn a language can be anything. A lot of people learn a language because they often go on holiday to a country where they speak that language, others have a personal connection to the country (relationship, daughter-in-law, etc.) and others just want to keep up with the world and its international character. In voluntary language learning women are better represented than men though this does not count for English classes (where both genders are represented equally).

### **3.6 Possible Funding**

When we have a look at the possible funding of language learning motivating projects we should look into what the government could do for us or the local city council. There are several funds to stimulate language learning and there are several funds to get youngsters to participate in society (off the streets and into school or work).

Private funding hardly ever happens though organisations like publishers of specific language methods might want to contribute by offering materials and such.



### **3.7 Conclusion of conducted interviews**

From all the interviews in The Netherlands I would say most people emphasise on the fact you should take into consideration the field of interest and world of experience of the language learners.

Don't see language as a goal, but as a mean. Integrate language learning into other activities and students will be more motivated.

Below you find the short summaries (questionnaires) of the interviews.



#### 4 GOOD PRACTICE EXAMPLES

##### GOOD PRACTICE EXAMPLE NO.: 1

###### TITLE OF GOOD PRACTICE

**Total Submersion Week**

###### Availability (Language(s), link, IBN,...)

Every possible language

###### Aspect of language learning covered (please tick whatever is applicable)

reading

listening

writing

speaking

other (please specify):.....

###### General description (include level and age group, information on specific target group if any,..)

The basic principle of the Total Submersion Weeks are that you learn more when you are totally submerged into a language. Language learners will be surrounded by the language they are learning for 40 hours in one week – of course you could adjust this.

During a week like this it is really important to show the language learners why they would need this language or in what kind of situation they could use the language and it is also important to adjust the activities to this.

Example: ROC Nijmegen uses these weeks for students of Pedagogical Work – they learn to think of activities they could do in a day-care centre involving English. This is an extra stimulating factor for the students since they see what they can actually use English for. All the products they develop can be used during their work placements.

Additionally, we work together with the teacher trainers college for languages. This means that their second year students cover the afternoon programme in which they work creatively with the students. This is motivating for youngsters since most of the people from the teacher trainers college are young themselves.

###### Objective(s)

- raising awareness on why learning an additional language could be of importance
- developing language skills by submerging youngsters in a language
- using activities that are stimulating and motivating for youngsters (films, music, theatre or activities they could use in their future profession)



**Link/ Contact (organisation, Internet address, email if possible)**

ROC	Nijmegen
<a href="http://www.roc-nijmegen.nl">www.roc-nijmegen.nl</a>	
<a href="mailto:e.scholten@roc-nijmegen.nl">e.scholten@roc-nijmegen.nl</a> (Ester Scholten)	

**Remarks (pedagogical recommendations, IPR, other)**

People guiding the activities should speak the language they are teaching! Otherwise it would not be total submersion.

Bare in mind the different levels language learners might have – you might want to consider making different groups or working with mixed ability groups where they help each other out.

**RATE :** 1=very/high    **2=quite (high)**    3=rather not/low    4= not at all

Adaptability: Is it possible to adapt or transfer the example of “best practices” to our project?    ✓

Effectiveness: What was/has been the effect of the implementation of the best practice?    ✓

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) ✓

Please specify:

You can adapt this idea in many ways – we used it for a specific study in a formal learning environment, but the basic principle is trying to create a stimulating project in which the language is constantly present. By listening to the language and using it for a large part of the week language skills develop quite naturally.

The effect has been that our youngsters started to enjoy doing activities involving (in our case) English. Working together with other youngsters (who know the language well and are trained to become teachers) was an extra motivating factor. Without this the project would not have been the same!

Youngsters these days want to know why they need to learn a certain thing – this project gives them reasons and takes away the boring parts of language learning. Keep it practical!

**GOOD PRACTICE EXAMPLE NO.: 2**

**TITLE OF GOOD PRACTICE**

**Romeo & Juliet**

**Availability (Language(s), link, IBN,...)**

English (but adaptable to other languages)

**Aspect of language learning covered** (please tick whatever is applicable)

reading                       listening                       writing                       speaking  
 other (please specify): acting & preparing a play

**General description** (include level and age group, information on specific target group if any,..)

In this project language learners will start by watching the most recent version of *Romeo & Juliet* – the version with Leonardo DiCaprio. In this version they use the traditional lines but it is set in a modern world. Most youngsters really enjoy this film which makes it easier to continue reading part of the actual play. We focus on the Balcony Scene – read through this scene with the youngsters explaining what is meant. Talk about the themes in the scene.

Now they are going to write their own balcony scene (in pairs). *Romeo & Juliet* can be anything they like; two teachers at school, two pigs at a farm, etc. The language they use should be their own – as long as the themes from the actual scene (and maybe some of the storyline) is used. After they have written the scene they can start preparing the performance of their scene. They have to think about setting, costumes, location, etc.

Of course everyone watches and listens to each other's performance.

**Objective(s)**

- raising awareness on why learning an additional language could be of importance
- learning how to adapt a theme from a story to your own language
- practice writing (a script)
- practice speaking by acting out your own written work
- using activities that are stimulating and motivating for youngsters (films, theatre)
- raising cultural awareness (*Romeo & Juliet* – Shakespeare)

**Link/ Contact (organisation, Internet address, email if possible)**

**ROC**

[www.roc-nijmegen.nl](http://www.roc-nijmegen.nl)

**Nijmegen**

[e.scholten@roc-nijmegen.nl](mailto:e.scholten@roc-nijmegen.nl) (Ester Scholten)

**Remarks (pedagogical recommendations, IPR, other)**

People guiding the activities should speak the language they are teaching!

Afterwards; talk about whether you recognised the themes and the way they set up the performance.

Tip: Give them 10 things to glow on and one thing to grow on! Keep it fun.

**RATE : 1=very/high**    2=quite (high)    3=rather not/low    4= not at all

Adaptability: Is it possible to adapt or transfer the example of “best practices” to our project?    ✓

Effectiveness: What was/has been the effect of the implementation of the best practice?    ✓

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) ✓

Please specify:

Really easy to adapt – you can basically use any kind of film and text. Must say this one is really usable for youngsters since it links something they enjoy (modern films) to something they might not be that interested in (Shakespeare).

This project was a great success. Students enjoyed watching the film and working on their own play/performance. They loved working on it and trying to be as original as possible.

The attractiveness in this project is that you create a learning environment in which youngsters forget they are working on English – they are busy trying to think of a nice script. Also, you give them guidelines in which they can be creative. That makes it easier for them to come up with something – even though it is still their own product they create.

## GOOD PRACTICE EXAMPLE NO.: 3

### TITLE OF GOOD PRACTICE

**From novel to play (The Curious Incident of the Dog in the Night-time)**

### Availability (Language(s), link, IBN,...)

English (but adaptable to other languages)

### Aspect of language learning covered (please tick whatever is applicable)

reading                       listening                       writing                       speaking  
 other (please specify): acting & preparing a play

### General description (include level and age group, information on specific target group if any,...)

In this project you read the novel 'The Curious Incident of the Dog in the Night-time' by Mark Haddon with the language learners. (available in different languages)

Use the audio-book to read along with the book – this way they practice listening and how to pronounce certain words. Parts of the novel can be read individually (make sure you recapitulate after a few chapters so everyone really understands what is happening).

After they have all read the book you divide the book into 5 parts and the group of language learners into 5 groups. Each group gets a part of the book.

They are going to write their own script on this part of the novel. They have to think of what parts are most important, what setting they need, how they will present thoughts, etc. They have to follow the storyline.

After the teacher has approved the script they can start rehearsing. In the end the five different plays should tell the whole story. It should be performed in the right order.

Language learners always enjoy seeing the other groups and the creative solutions they have found to certain problems.

### Objective(s)

- raising awareness on why learning an additional language could be of importance
- learning how to change text from a novel into a script (keep it succinct, leave out parts, add movements)
- practice writing (a script)
- practice speaking by acting out your own written work
- using activities that are stimulating and motivating for youngsters (films, theatre)
- get learners to read again (and hopefully enjoy it)



**Link/ Contact (organisation, Internet address, email if possible)**

ROC	Nijmegen
<a href="http://www.roc-nijmegen.nl">www.roc-nijmegen.nl</a>	
<a href="mailto:e.scholten@roc-nijmegen.nl">e.scholten@roc-nijmegen.nl</a> (Ester Scholten)	

**Remarks (pedagogical recommendations, IPR, other)**

People guiding the activities should speak the language they are teaching! Tip: Give them 10 things to glow on and one thing to grow on! Keep it fun.
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**RATE : 1=very/high**    2=quite (high)    3=rather not/low    4= not at all

Adaptability: Is it possible to adapt or transfer the example of “best practices” to our project?    ✓

Effectiveness: What was/has been the effect of the implementation of the best practice?    ✓

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) ✓

Please specify:

Really easy to adapt – you can basically use any kind of novel. Make sure the novel you use is not too complicated for youngsters to read. Also; when you want to write a script it might be useful to use a novel with a lot of action in it.

You can let dyslectic people borrow the audio-book so they can listen to the whole novel instead of having to read it themselves.

This project was a great success. Students enjoyed reading the novel together and working on their own play/performance. They loved working on it and trying to come up with nice settings.

The attractiveness in this project is that you create a learning environment in which youngsters forget they are working on English – they are busy trying to think of a nice script. Also, you give them guidelines in which they can be creative. That makes it easier for them to come up with something – even though it is still their own product they create.

## 5 TRENDS AND RECOMMENDATIONS

We should keep into account the trends there are in education and within the field of interest of youngsters. The life of (problematic) youngsters is fast and complex – they communicate constantly and a big part of their lives is influenced by what they come across on the streets, on tv and in magazines.

### 5.1 Pedagogical recommendations

The interviews with people from our national network resulted in the following recommendations:

do not use frontal teaching too much, youngsters find this boring and it is not challenging

integrate language learning into other (creative and fun) activities

relate activities to students' field of interest or experiences (could be work related or leisure related)

invest in bonding with the language learners, they should feel respected

Recommendations for Raising Awareness/ Reaching the Target group(s)

Dive into the world of youngsters; what is most important to them, what do they want, what do they need and where/how can you reach them?

Also, young people these days want to know why they would need to learn something. So try to make activities interesting by linking them to reality, show them what they would need something for.

Recommendations regarding Implementation into existing Measures

You need a good network and a group of people who want to work on a project and are not afraid of changes. Besides that they need to have some sort of affinity with the target group.

Make sure you work together with other organisations involved (city council, schools, job centres, parents, etc.) – you can support each other.



## **6 APPENDICES**

### **Definition of Key Terms**

**List / Contacts of relevant educational and education policy organizations in the partner country**

**Bibliography**

**Questionnaire Templates and Interview Guidelines**

## 6.1 Annex 1

### Definitions of Key Terminology

#### *Educational Levels*

The LLP scheme foresees the following education levels (and codes)

ISCED 2PV	Lower secondary or second stage of basic education - level 2 - pre-vocational programmes
ISCED 2VOC	Lower secondary or second stage of basic education - level 2 - vocational programmes
ISCED 2GPV	Lower secondary or second stage of basic education - level 2 - general and pre-vocational programmes
ISCED 2VPV	Lower secondary or second stage of basic education - level 2 - pre-vocational and vocational programmes
ISCED 2A	Lower secondary programmes designed for direct access to level 3, in a sequence which would ultimately lead to tertiary education (i.e. entrance to ISCED 3A or 3B)
ISCED 2B	Lower secondary programmes designed for direct access to level 3C
ISCED 2C	Lower secondary programmes designed for direct access to the labour market
ISCED 3-4	Upper secondary and post-secondary non-tertiary education - levels 3-4
ISCED 3-4VOC	Upper secondary and post-secondary non-tertiary education - levels 3-4 - vocational programmes
ISCED 3PV	Upper secondary education - level 3 - pre-vocational programmes
ISCED 3VOC	Upper secondary education - level 3 - vocational programmes
ISCED 3GPV	Upper secondary education - level 3 - general and pre-vocational programmes
ISCED 3VPV	Upper secondary education - level 3 - pre-vocational and vocational programmes
ISCED 3VPV-SCH	Upper secondary education - level 3 - pre-vocational and vocational programmes - school based
ISCED 3VPV-WRK	Upper secondary education - level 3 - pre-vocational and vocational programmes - work based
ISCED 4PV	Post-secondary non-tertiary education - level 4 - pre-vocational programmes
ISCED 4VOC	Post-secondary non-tertiary education - level 4 - vocational programmes

ISCED 4GPV	Post-secondary non-tertiary education - level 4 - general and pre-vocational programmes
ISCED 4VPV	Post-secondary non-tertiary education - level 4 - pre-vocational and vocational programmes
ISCED 4VPV-SCH	Post-secondary non-tertiary education - level 4 - pre-vocational and vocational programmes - school based
ISCED 4VPV-WRK	Post-secondary non-tertiary education - level 4 - pre-vocational and vocational programmes - work based
ISCED 4A-B	Post-secondary non-tertiary designed to provide direct access to level 5

### Good Practice

In this project we understand as good practice any innovative - in at least one of the partner countries - measure, approach, material, information or similar for raising the motivation of young people to learn foreign languages and to improve the implementation of language learning in attractive forms (particularly in informal and non-formal settings) which is adaptable and attractive and which thus may be of added value to be used or transferred in this project.

The research of good practices can be done via desk and field research and will cover several steps, inter alia: Collation (using the template for good practice examples), rating (applying the foreseen criteria), selection (for further data processing in later work packages).

### Learning types

Regarding Learning types the Glossary of CEDEFOP (2000) and the Communication of the European Commission (2001) 1 give the following definitions regarding:

Formal learning is defined as learning that occurs within an organised and structured context (formal education, in-company training) and that is designed as learning. It may lead to a formal recognition (diploma, certificate). Formal learning is intentional from the learner's perspective.

**Non-formal learning** refers to learning which is embedded in planned activities that are not explicitly designated as learning, but which contain an important learning element. Non-formal learning is intentional from the learner's point of view.

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<sup>1</sup> CEDEFOP (2000) Glossary, in Making Learning Visible (Thessaloniki, Cedefop) and European Commission (2001) Communiqué Making a European Area of Life-long Learning a Reality, (Brussels)  
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**Informal learning** is defined as learning resulting from daily life activities related to work, family or leisure. It is often referred to as experiential learning and can, to a certain degree, be understood as accidental learning. It is not structured in terms of learning objectives, learning time and/or learning support and, typically, does not lead to certification. Informal learning may be intentional but in most cases, it is non-intentional (or ‘incidental’/ random). (CEDEFOP (2000) Glossary, in Making Learning Visible (Thessaloniki, Cedefop) and European Commission (2001) Communiqué Making a European Area of Life-long Learning a Reality, (Brussels))[1]

## 6.2 Annex 2

### LIST / CONTACTS OF RELEVANT EDUCATIONAL AND EDUCATION POLICY ORGANIZATIONS IN THE PARTNER COUNTRY

Organization	Main Tasks	Objectives (of the organization)	Contact data
Cinop	Give trainings and advice to different organizations.	Advises branches, companies, governing bodies and educational organizations about combining work and studying.	March 2009, May 2009, July 2009 (twice) and September 2009.
Hogeschool Arnhem & Nijmegen	Teacher Trainer College	One of the best colleges in The Netherlands. Has 68 bachelor studies, 22 master studies and expertise centers.	Several times per month, during April-July and September. (Close work relation with ROC Nijmegen)
Liemers College	Secondary School	Secondary school for all levels – differentiate in levels of language learning as well.	July 2009, several times in September 2009.
Volksuniversiteit Zevenaar	‘open’ university (local courses)	Offers all sorts of courses and workshops for people. Informal learning environment. As far as language learning is concerned they offer Dutch, English, French, German, Italian, Spanish, Finnish, Swedish, Indonesian, etc.	
Bilingual Kids	Organization which offers English lessons based on	Creating a unique and meaningful learning	July 2009, September 2009

	the idea of 'learn through play'.	experience for children. Use of native speakers is really important!	
Het Westeraam	Secondary school – teaching is more based on a level 3, this means more individual working and use of projects.		September 2009



## 6.3 Annex 3

### Example questionnaire template

#### Questionnaire 1 (informal learning environment)

The EU co-funded project “YELL - Young Europeans Love Languages” aims at raising the motivation of young people to learn foreign languages by offering an attractive and joyful learning environment outside formal education.

To find out more about the country situation, the project partner, *<name of your organisation>*, is running a field research. Your input will be of value and your answers will be treated with absolute confidentiality.

Please, return the questionnaire to ..... (via.....) by .....

Please let us know your opinions on the following issues:

1. Please describe your organisation and in which framework young adults learn/practice languages in your organisation.
2. Please describe the participants regarding gender & diversity (age, gender, ethnic background, ...) or any other characteristics you would like to mention.
3. Which foreign languages do they learn/ practice?
4. Do they use specific materials, practice at particular events/ environments,... Please specify:

5. Have you noticed specific needs young language learners have and if so what are they?

6. Have you identified drivers to learn/ practice languages there? Please specify:

If you are interested in learning more about the final results in YELL, please, give us your contact data (which will be treated strictly confidential)

My name:..... My email adr.: .....

*Thank you for your contributions.*

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## Example Questionnaire template (non-formal learning environment)

The EU co-funded project “YELL - Young Europeans Love Languages” aims at raising the motivation of young people to learn foreign languages by offering an attractive and joyful learning environment outside formal education.

To find out more about the country situation, the project partner, *<name of your organisation>*, is running a field research. Your input will be of value and your answers will be treated with absolute confidentiality.

Please, return the questionnaire to ..... (via.....) by .....

1. Please describe your organisation and in which framework young adults can learn/practice languages?
2. Which foreign languages do you offer/ teach? (If you offer different levels, please specify.)
3. Which innovative materials do you use/ where does the language learning (mainly) take place?
4. Please describe the participants regarding gender & diversity (age, gender, ethnic background, ...) or any other characteristics you would like to mention.
5. What do you think are the drivers for young learners to learn foreign languages and how do you motivate them?
6. Are there specific needs of young learners from your point of view? If so, in what way do you address them?



7. After completion of the language learning, do/can the participants acquire a certificate?

If you are interested in more information on the final project outcomes, please, give us your contact data (which will be treated strictly confidential)

My name:..... My email adr.: .....

*Thank you for your contributions.*

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