

**This is Holland, Speak English**  
**Secondary School Students' Perception of Language Skills in the English-Only Classroom:**  
**Advice for Curriculum Enhancement**

Ashley Bogaski  
Master English Language and Culture: Education and Communication  
MA Thesis

Supervisor: Prof. dr. Rick de Graaff  
Second Reader: Dr. Roselinde Supheert  
15 August 2019

12,088 words

## Table of Contents

1. Problem Definition and Relevance for Educational Practice	5
1.1 School System in the Netherlands	6
1.2 Research Question	7
1.3 Structure of Research Report	7
2. Theoretical Framework	7
2.1 English in Dutch Secondary Schools	7
2.2 Intrinsic and Extrinsic Motivation	8
2.3 The Affective Filter and Motivation	9
2.4 Target Language as Language of Instruction and Learning	10
2.5 Language Learning (and Teaching) in the Foreign Language Classroom	12
3. Method	12
3.1 Surveys	13
3.1.1. Participants	13
3.1.2 Survey Questions and Measurement Scales	14
3.1.3 Data Collection Survey	16
3.1.4 Data Analysis	16
3.2 Supplementary Interviews	17
3.3 Supplementary Classroom Observations	17
3.4 Supplementary Teacher Feedback	17
4. Results	18
4.1. Results Subquestion 1	18
4.1.1 Importance of English	18
4.1.2 Feelings Regarding Learning English	19
4.1.3 Attitudes Regarding Making Mistakes	20
4.2. Results Subquestion 2	20
4.2.1 Proficiency	21
4.2.2 Experienced and Observed Teaching Style	21
4.2.3 Relationship Between Teaching Style and Proficiency and Positivity	23
4.3 Results Subquestion 3	24
4.3.1 Motivation to Use English	25
4.3.2. Positive and negative responses observed in the classroom	27
4.3.3 Needs and Suggestions From Teachers	27
5. Discussion and Conclusion	28
5.1 Discussion	28
5.1.1 Recommendations	30
5.2 Conclusion	31
5.3 Strengths and Weaknesses of the Study	32
5.4 Future Research Suggestions	33
References	34

Appendix A: Survey of Students' Opinions and Perceived English Proficiency	37
Appendix B: Focus Group Interview Question Guide	40
Appendix C: Collection Observation Data	41
Appendix C1: Guideline for Obsevatons	41
Appendix C2: Examples of Observation Data Following the Above Mentioned Method	44
Appendix C3: Suggestions for Feedback Session	45
Appendix D: Sample Lesson Plans for Improved Curriculum	46
Lesson 1	46
Lesson 2	47
Lesson 3	48

## **Abstract**

Teachers of HAVO 4 students in a Dutch secondary school find students' attitudes and proficiency to be lacking and want to improve the way English is being taught. To that end, the extent to which the characteristics of the teacher's instruction of English relates to the students' attitudes and proficiency was studied, along with practical ways to improve the curriculum. Surveys were conducted across 102 students from 3 different groups, and complementary interviews, student observations and teacher feedback were used to define improvements.

Students found understanding and speaking English most important and learning English grammar least important. There were small differences between groups in level of motivation and proficiency, but a large majority found it no or not much of a problem to make mistakes in the English lessons. The most important predictors of proficiency were varying classes, making it fun to learn English and teaching in Dutch. Specifically, making English fun related to with higher positive feelings and use of English in school. Other aspects of teacher's style of teaching did not affect positivity or overall proficiency. Group was not a significant predictor in this.

An improved curriculum should balance Dutch and English, contain more student-oriented activities that improve motivation by adjusting teaching topics and teaching materials, in such a way that students are speaking, writing and listening on topics that hold their interest, but in a way that does not add increased workload or time investments for the teacher and can still be graded.

## 1. Problem Definition and Relevance for Educational Practice

Globalization fosters the increasing status of English as a world language. It is the language of both scientists and bus drivers alike (Edwards 2014) and it is used globally, almost everywhere, including advertisements (Hornikx et al. 2010; Planken et al. 2010), music (Cutler 2000), movies (Lippi-Green 2012), and education. In the Netherlands, a country whose official language is Dutch, English is regarded as a basic skill and it is often implied that a basic level of English proficiency exists in all citizens (Edwards 2014). Since 2014, English has been a core subject in all levels of Dutch secondary schools (SLO 2017a), and in recent years, tertiary educational institutions have been making headlines with establishing an English-only approach to their curriculum in an effort to “improve” internationalization and attract foreign students (Huygen 2019).

Indeed, there is currently a plan in the works to reform the Dutch education system (Curriculum.nu). The plan consists of many subject areas, each focusing on different core subject areas and includes both primary and secondary education. With regard to foreign languages, an area which includes the core subject of English, a renewed dialogue of the decades old *doeltaal als voertaal* (target language use as language of instruction) has been ignited. English is already believed to be taking on a more prominent role in Dutch society (Edwards 2014), yet the concept of using the target language as the language of instruction (*doeltaal als voertaal*) has existed for many years (Nemser 1971).

Still, foreign language teachers in the Netherlands, and their students, struggle with the implementation of target language use as the language of instruction or as the language of learning (Dönszelmann 2019; Kordes & Gille 2013; Fasoglio & Tuin 2018). Often problems with consistent target language use in the classroom may occur due to pressure, restrictions, or lack of support from the school administration, colleagues, parents, or the students themselves. The foreign language teacher may then just revert back to using Dutch because it is easier (Dönszelmann 2018; Dönszelmann et al. 2016; Fasoglio & Tuin 2018). If teachers and students have continuously had issues with learning, for example, English in English instead of learning English in Dutch, how can both teachers and students suddenly make the switch and embrace the use of English in the English classroom as the language of teaching and learning? If automatic use of the target language as the language of instruction in the foreign language classroom has yet to occur, it seems that other limiting factors may be at play, including external factors and preconditions, such as school administration, parents’ expectations, and societal norms. Learning in a classroom involves, of course, more than just the teacher.

In a classroom, the teacher is the authority figure (Brown 2014), but when it comes to teaching English, a textbook is often the method of choice for teachers and school administrators. It can, however, be a redundant model of instruction and may threaten the teacher’s creativity and freedom to teach students based on their language needs (Blyth 2014; Guerrataz & Johnston 2013). It can become a sort of authority figure itself (Brown 2014). Indeed, the true importance of the teacher and the textbook is dependent on the class (Garton & Graves 2014; Guerrataz & Johnston 2013; Larsen-Freeman 2014). These situational and circumstantial differences, together with the individual students in a class are crucial to consider when choosing lesson activities in a language learning environment (Dörnyei 2003; Guerrataz & Johnston 2013; Johnson & Johnson 2002; Woolfolk et al. 2014). Certainly, one size does not fit all in the language classroom, especially for a group as diverse as HAVO 4, but surely there is room to appeal to student motivation and learning in the classroom. If teachers know their students’ language abilities and

needs, learning English can be fun, meaningful, and feasible for teachers and students to attain, with or without the authority of a textbook (Garton & Graves 2014).

In today's digital world, a plethora of digital ways exist for language learners to interact, such as via music, television, blogs, and so forth. With the quickness and security of anonymity in technology, and the abundance of English in everyday life in the Netherlands, it is possible that today's secondary school students may simply lack the motivation for face-to-face contact of language learning in the classroom, which is necessary to truly learn a language.

### 1.1 School System in the Netherlands

In the Netherlands, like many countries, there are three levels of education: primary, secondary, and tertiary. Primary schools are often local and do not include much separation between students based on, for example, competence or ability. Secondary schools, however, are more regional rather than local and have segregated learning levels. After primary school, students are broadly placed into one of three possible types of secondary education: (1) pre-vocational secondary education (VMBO), which consists of four years; (2) senior general secondary education (HAVO), which consists of five years; or (3) pre-university education (VWO), which consists of six years (Government of the Netherlands 2015).

Approximately half of secondary school students follow a VMBO curriculum (Stromen in het Nederlandse Onderwijs 2015). It is interesting and important to mention that VMBO and HAVO students have the option of moving up the educational stream. For example, students who have completed a VMBO education may move on to a vocational training school (MBO) or to HAVO 4. Students who move on to HAVO 4 are called *opstromers* (literally: up flow because the students flow *up* the educational stream; see Figure 1). Students following a VWO stream may also fall back into a HAVO stream, for a number of reasons. These students are called *afstromers* because they go back, or *downstream*. This makes HAVO 4 an interesting mix of students because some have a VMBO diploma, some were given a higher (VWO) advice yet decided to move down to HAVO, while some students have been in HAVO since early on in their secondary education.

Tertiary education in the Netherlands comes in the form of higher professional education (HBO) or university (WO) education. International schools and bilingual education also exist in several areas of the country.

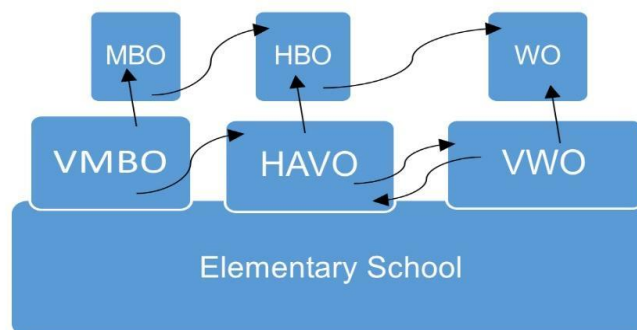


Figure 1: Educational stream in the Netherlands.

As previously stated, textbooks are usually the main source of lesson materials for teachers and students. Low motivation, together with differentiating learning needs of students in a classroom of 30 students, are not a good recipe for aiding students to achieve their language goals and the goals outlined by the CEFR (see Table 1). Furthermore, while target language use is not a

prescribed pedagogy in all secondary schools in the Netherlands, some teachers do use English in English class exclusively for a variety of reasons, including that the teacher is entirely comfortable with their own English proficiency and uses this as an advantage in teaching. In theory, teaching English classes in English is useful, but in practice it is often used at the teachers' own discretion. Few, if any, secondary schools have an actual written policy regarding foreign language teaching (Kwakernaak 2007).

### *1.2 Research Question*

The current study, thus, seeks to answer the educationally relevant research question: To what extent do characteristics of the teacher's instruction of English as a foreign language relate to student's attitude and proficiency, and how can the curriculum be enhanced to improve students' linguistic skills in a Dutch secondary school? To answer this research question, the following sub-questions have been formulated. For this research, a HAVO 4 class was chosen to participate because such a class contains students from different educational paths (see 1.1).

1. What are the attitudes of HAVO4 students of different groups towards learning English?
2. How do characteristics of HAVO 4 English teachers' instruction relate to student's attitude and proficiency?
3. How can the current approach be improved to stimulate an increased motivation, performance and target language use?

Information resulting from this research project is intended to be an informative resource for HAVO 4 English teachers in the Netherlands. This two-phase research project will use a variety of research instruments, including an electronic survey, classroom observations of teachers, and a feedback session with the observed teachers to answer these questions. Advice for how HAVO 4 English teachers can improve their lessons to stimulate students' use of English in class will be based on student survey responses, feedback from teachers, and theoretical research which will be explained in chapter two.

### *1.3 Structure of Research Report*

In this report, Dutch is used to report variables and measurement scales. The explanation of these variables and results will be in English. The research report follows a basic scientific article outline. In Chapter 2, previous theoretical research and topics will be given based on language learning in general and in the Netherlands. Chapter 3 consists of the methods used to collect data to answer the research questions posed in the previous section. In chapter 4, the results of the data collected will be presented. The results will be interpreted and discussed in chapter 5, followed by advice for HAVO 4 English curriculum improvement. A summary of the research report, strengths and weaknesses affecting the research and its outcomes, and suggestions for future research will conclude chapter 5 and this research report.

## **2. Theoretical Framework**

### *2.1 English in Dutch Secondary Schools*

In 2001, the European Commission instituted language proficiency levels for member countries. This *Common European Framework of Reference for Languages* (CEFR) indicates guidelines for three different levels of language proficiency, namely A (*basic user*), B (*independent user*), and C (*proficient user*) (Council of Europe 2018; Kwakernaak 2015). These levels are defined by

so-called “can-do statements,” which describe criteria language learners should be able to meet in order to be proficient at each level. In the Netherlands, the three levels of secondary education each have different foreign language proficiency levels which should be achieved at the end of the curriculum, sub-divided per skill level and differing per foreign language. Table 1 illustrates the recommended English levels for secondary school students in the Netherlands based on skill (Europees Referentiekader Talen).

*Table 1: Proficiency levels of English for Dutch secondary school students at the end of their secondary schooling.*

Skill		Listening	Speaking/Conversation	Writing	Reading
Curriculum Level	VMBO	A2/B1	A2	A2/B1	B1
	HAVO	B1	B1	B1	B2
	VWO	B2	B2	B2	C1

Because English is taught at school in the Netherlands, the second language (L2) is acquired in a formal context (Saville-Troike & Barto 2017, p 2). According to Krashen (1981, p. 101-102), spontaneous conversation alone is not enough to achieve the optimal input. This is mainly because the input is often not understood by the L2 learners (Fasoglio & Tuin 2018). The best manner to offer a language in a classroom is at input + 1, or just above the level of language which the students are currently proficient.

Since a secondary language classroom generally consists of 30 students with unique differences and needs (Dörnyei 2003), it is near impossible for a teacher to offer this level to everyone (Krashen 1981, p. 104). Yet, if students could learn English by doing activities that speak to them and ignite their internal motivation while the teacher and students used English more consistently, then achieving true B2 level would be easier in all skills. In this case, a curriculum which fosters language acquisition which meets the needs of students is vital to achieving the necessary language level required at the end of secondary school.

## 2.2 Intrinsic and Extrinsic Motivation

According to Woolfolk et al. (2012), motivation is “an internal state that arouses, directs and maintains behavior” (p. 430). This energized behavior can be based on many things, including but not limited to “drive, needs, incentives, fears, goals, social pressure, self-confidence, interests, curiosity, beliefs, values, expectations and more” (Woolfolk et al. 2012, p. 430). These *motivators* can be further explained based on two concepts: *traits* and *states*.

Traits are individual characteristics. It is true that some people have a natural drive or need to achieve while others may have an innate fear of failure or a persistent curiosity to learn and know. Because of these motivators, people who possess them work hard to achieve, avoid failure, or learn all that they can via reading, listening, etc. (Woolfolk et al 2012). Traits come from within and are arguably always there. These individual differences are arguably what can predict the success of language learning (Dörnyei 2005).

States, in contrast, are temporary situations. If a student of English is only reading a poem in English about slavery because they will have a test on the content of the poem, then their motivation to read the poem is situational and temporary. According to psychologists, motivation in general is a combination of traits and states (Woolfolk et al. 2012).

Furthermore, there are two specific types of motivation: *intrinsic* and *extrinsic*. Intrinsic motivation is a type of motivation that comes from a desire within a person to learn. It is the type of motivation which explains drive, needs, interests, and curiosity. This type of motivation is in



itself rewarding because the activity carried out which stems from this internal drive is rewarding. Activities based on intrinsic motivation are essentially executed for joy rather than a rewarding incentive (Woolfolk et al. 2012, p. 430).

Extrinsic motivation, in comparison, is influenced by one's surroundings or environment. This type of motivation can be explained by, for example, the need to achieve a good grade, avoid punishment, please a teacher, or some other reason which has nothing to do with the task itself (Woolfolk et al. 2012, p. 430). This type of motivator exists when a person is not interested in the task or activity for its own sake, but rather what the person may gain by doing it (Woolfolk et al. 2012).

Learning English in secondary education, thus, has more facets than what meets the eye. Extrinsic motivation and the state of motivation are situational and temporary. To truly meet the needs of students, and make language learning relevant to them, intrinsic motivation needs to be amplified and that may be accomplished by building upon the extrinsic motivational traits or needs of the student (Deci & Ryan 2012).

Indeed, the needs of a student remain a crucial indicator of their motivation. According to Dörnyei (1990), a need for achievement has an influence on the motivation of a language learner. If a student wants to get good grades for a foreign language course, for example, he has more motivation to learn that foreign language. People who only want to communicate in a foreign language to make themselves understood, for example when they go abroad on vacation, tend not to be consciously motivated language learners (Dörnyei 1990, p. 4). Arguably, a link exists between the needs of a student and that student's motivation to learn English. If a student will only take learning English seriously if they can use it for vacation, then activities which incorporate holiday interactions, for example, should be created for students so that they could practice their language with simulated real-life situations.

### *2.3 The Affective Filter and Motivation*

As stated by Krashen (1981), language learners have a system in their brains which "filters" language input into intake. This so-called *affective filter* is a system whereby a language learner's ability to receive input and translate that into intelligible output may become compromised by a variety of factors, including fear of making mistakes, motivation, and attitude, which make it difficult for the learner to become proficient in a second language. If, however, language learners receive comprehensible language input and their affective filter mechanism is low enough to allow the input and in turn produce comprehensible output, it is possible to acquire a second language, regardless of the critical period. Krashen (1981) calls this theory the *input hypothesis*.

Du (2009) agrees that the affective filter can influence language learners' fear of making mistakes, motivation, and self-confidence. If, for example, a language learner is anxious about failing a language test or unmotivated, the affective filter will be higher which makes it difficult for the learner to absorb the target language input and in turn stunting language proficiency growth. According to Du (2009), there are five reasons why L2 learners lack motivation: (1) no interest; (2) no confidence; (3) teacher's inappropriate teaching method; (4) some negative national emotions against the target language (Song 2017); and (5) students think it is no use to learn (p. 164).

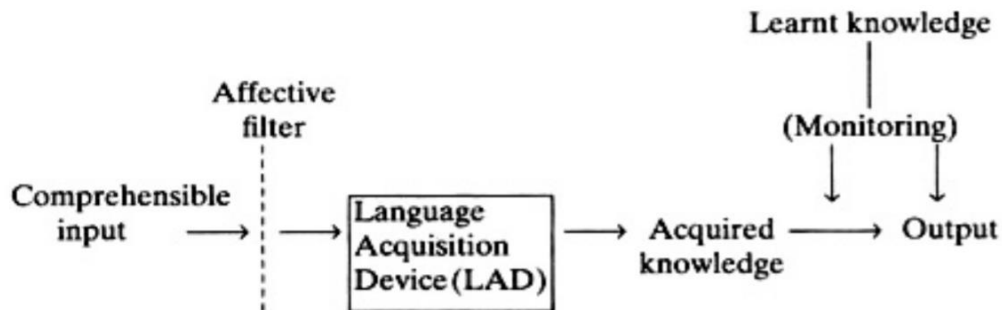


Figure 2: Krashen's (1981) Input Hypothesis.

In contrast, the affective filter is lower when both the learner and teacher are motivated. If the teacher can influence the language learner's affective filter so that it remains at a lower level, the student has a greater chance of developing the target language. Ranjbar and Narafshan (2016) researched students' and teachers' *integrative* (social participation) and *instrumental* (presentations, such as grades, securing a job, etc.) motivation in an effort to find a correlation between the two with regard to language learning. They found that while students' instrumental motivation was higher than their integrative motivation, it is the teachers' integrative motivation which plays a crucial role in affirming students' motivation (Ranjbar & Narafshan 2016). This is interesting because it reinforces the findings of Bernaus et al. (2009). Their 2009 study compared the motivation and achievement for students in Catalonia to teaching strategies and motivation of teachers. Their findings showed a relation to improved student motivation based on heightened teacher motivation. This yielded higher academic performances by the students.

In short, the teacher's motivation is key in stimulating students' motivation to learn English. Dörnyei (1990) concluded that both the behavior and motivation of the language teacher has more influence on the language learning practice than just the language learner's motivation. If the quality of foreign language teaching increases, coupled with a high teacher motivation and activities which influence student autonomy, then the motivation of foreign language learners will in turn increase, possibly yielding better grades and student attitudes towards foreign language learning (Deci & Ryan 2012).

Krashen claims that rich, comprehensible language input leads to learned, stimulated language output. Therefore, it would stand to reason that target language use in the classroom ought to be stimulated (Dönszelmann 2019). If true, results from this research project should corroborate these claims. If a more natural approach to language learning is taken in the Netherlands, it is possible for students to become more proficient. Krashen (1981) claims that if the teacher uses the target language as the language of instruction, language teaching and learning may be more successful. This implicit way of teaching (Figure 2) helps language learners become more proficient (Krashen 1981).

#### 2.4 Target Language as Language of Instruction and Learning

Many studies have been completed which support the use of the target language as the language of instruction in foreign language classrooms (Dönszelmann 2019; Dönszelmann 2018; Dönszelmann et al. 2016; Ellis 1995; Krashen 1981, 103-104; Lyster 2007; West & Verspoor 2016). It is important for language learners to accumulate a vast amount of exposure, or input, to the target language in order to successfully become proficient. In the classroom, a foreign

language teacher has limited time to give quality input of the foreign language to her students for a variety of reasons, including period times set by the school administration (often 50-minute class times) or the teacher's own comfort and proficiency level of the foreign language. Indeed, many foreign language teachers are uncomfortable with their own language skill-level while giving lessons in the target language when both teacher and student speak a different common language (Fasoglio & Tuin 2018; Kwakernaak 2007).

According to Fasoglio and Tuin (2018), while foreign language teachers may use the target language during class, students often respond in the mother language instead of the target language. This poses a number of problems for the teacher, including the possibility that students may not fully understand instructions if they are given in the foreign language, or that parents and the school administration do not fully support the concept of target language as language of instruction (Fasoglio & Tuin 2018). Interestingly, with regard to motivation and bilingual education in the Netherlands, research by Mearns (2014) suggests that students who follow a bilingual secondary education curriculum have higher language motivation than their regular education peers. Due to this increased existing intrinsic motivation, students chose to follow bilingual education rather than following regular education (Mearns & de Graaff 2018). Students chose an English-only program because they already (intrinsically) wanted to, not because the use of English (extrinsically) motivated them to. Arguably, the use of English as the language of instruction in the English classroom may have very little effect on increasing students' intrinsic and extrinsic motivation.

Yet, strategically using students' L1 as a building block towards understanding and proficiency in the L2 may be useful for both student and teacher. Dönszelmann et al. (2016) explain that a good language lesson is not per se based on exclusive use of the target language, but a lesson in which the L1 is used as a stepping stone (p. 37). Giving students the opportunity to make mistakes in the target language is important for a language learner's motivation (Dönszelmann et al. 2016). Furthermore, if language learners' intent for learning a foreign language is to communicate, then simply using the target language as the language of instruction in a homogenous mother-language class which is different than the target language, is potentially counterproductive because it does not allow students to actually *learn* the target language (Dönszelmann 2018; Krashen 1981).

West and Verspoor (2016) agree that input is not enough. They surveyed and observed students and teachers at various secondary schools in the Netherlands and found that, while students who follow bilingual education typically use the target language more often than their Dutch-instructed peers (Mearns 2014), the amount of target language use by students is positively influenced by the teacher's use of the target language. In other words, if the English teacher uses English often in class, students' use of English will also increase (West & Verspoor 2016). Likewise, teachers who use the target language less frequently have students who also rarely use the target language (West & Verspoor 2016). Dörnyei (1990) suggests that the motivation and behavior of the teacher may influence student's motivation for language learning. Indeed, research in Catalonia by Bernaus et al. (2009) suggest that a correlation between student motivation and achievement exists when a motivated teacher uses motivating strategies. Essentially, if a language teacher is highly motivated, the motivation is reflected by a higher motivation of students. While the didactical approach to language teaching is of great importance to truly formulate the best ideal learning environment, didactics are outside the scope of the current research project, though it is important to mention (Dönszelmann 2018; Dönszelmann et al. 2016; Kwakernaak 2015).

## 2.5 Language Learning (and Teaching) in the Foreign Language Classroom

As previously stated, many factors play a role in language learning in the foreign language classroom and not all are equally as useful (Dörnyei 2003; Guerrattaz & Johnston 2013; Johnson & Johnson 2002; Woolfolk et al. 2014). For example, students' needs for learning a language may vary drastically (Dörnyei 1990), teacher use of the target language varies (Dönszelmann et al. 2016; Fasoglio & Tuin 2018; West & Verspoor 2016), student use of the target language varies (Fasoglio & Tuin 2018; Mearns 2014), textbooks are used (Blyth 2014; Guerrattaz & Johnston 2013), and the curriculum varies at the *meso* (school), *micro* (classroom), and *nano* (student) levels of secondary education in the Netherlands (Thijs & van den Akker 2009).

If the point of English language is to communicate throughout the world, then it is important for students to be exposed to, not only television, ads, games, and music in English, but to actually try to work out various tasks on their own in a communicative fashion which would keep the *affective filter* low while optimizing students' language learning achievement (Krashen 1981; Long 2009). Lesson material and teaching behavior which fosters these principles should result in an optimal zone of language proficiency, but it is important to consider the goals of the learning situation. Thijs and van Akker (2009) proposed a number of questions for curriculum components (Figure 3). Indeed, an analytic approach to language learning, which puts the student central in the language learning process, is necessary to truly becoming proficient (Long 2009). When creating lesson material for language learning, thus, it is important for the teacher to consider the core questions listed below in an effort to aid in optimal learning for students (Garton & Graves 2014; Guerrattaz & Johnston 2013; Larsen-Freeman 2014).

COMPONENT	CORE QUESTION
Rationale	Why are they learning?
Aims and objectives	Towards which goals are they learning?
Content	What are they learning?
Learning activities	How are they learning?
Teacher role	How is the teacher facilitating their learning?
Materials and resources	With what are they learning?
Grouping	With whom are they learning?
Location	Where are they learning?
Time	When are they learning?
Assessment	How is their learning assessed?

Figure 3: Curriculum components in Question Form (Thijs & van den Akker, 2009, p. 12).

Time is limited in the foreign language classroom, so it is important to have authentic material (Brandl 2008) with transparency for learning objectives and goal achievement. Target language use may be conceptualized as a teaching method or even a teaching material within the English classroom (Dönszelmann 2019). Furthermore, the students' own autonomy should be fostered in an effort to increase optimal language learning (Deci & Ryan 2012). This may be achieved in great part due to tailored lessons focusing on students' language needs.

### 3. Method

This mixed-methods, quantitative and qualitative research seeks to identify how students perceive their own proficiency in English language skills, and to create advice for a qualitative,

optimal curriculum design to stimulate students' language proficiency. Surveys were held among the HAVO 4 student population at a school in the Eastern Netherlands. Additional observations, interviews and feedback sessions were used to corroborate and expand on the information from the surveys to come to clear and reliable answers to the sub-questions, as is detailed below (Table 2). To protect the privacy of both students and teachers involved in the study, no identifying information will be provided about the school or the participants.

*Table 2. Research methodology per research question.*

<b>Sub-question</b>	<b>Methodology</b>	<b>Measurement Instruments</b>
1. What are the attitudes of HAVO4 students of different groups towards learning English?	Surveys Interviews	Positive feelings about English Negative feelings about English Attitudes towards mistakes
2. How do characteristics of HAVO 4 English teachers' instruction relate to student's attitude and proficiency?	Surveys Interviews	Teacher style Self-perceived proficiency Importance of English Positive feelings about English Overall positivity Overall proficiency
3. How can the current approach be improved to stimulate an increased motivation, performance and target language use?	Surveys Observations Feedback Sessions	English use outside of school Open question

### *3.1 Surveys*

Surveys were used to answer sub-question 1 and 2 and were used to support recommended improvements for sub-question 3. This methodology was used because surveys allow for pre-determined questions to be asked of a large sample of respondents, in which results can be statistically analyzed (Dörnyei, 2007; Stokking, 2016). The school's HAVO 4 consists of 138 students. Survey data was collected at the school in early April 2019.

#### *3.1.1. Participants*

Participants were 102 ( $N=102$ ) HAVO 4 students (74% of the total HAVO 4 population) who attend a secondary school in eastern Netherlands. The students follow a regular curriculum which includes three 50-minute lessons of English per week. The participants range in age from 15- to 19-years-old, with an average age of 15.75 years-old. Fifty-three participants are female and forty-nine are male. All but one of the participants speak Dutch and/or a regional dialect at home, while some participants also speak more languages. One student did not speak Dutch at home (but Polish), while another 13 students spoke another language besides Dutch at home (Armenian (4), Chinese (1), English (6), French (1) or Turkish (1)).

These HAVO 4 students followed English classes 3 times a week, and were being taught in three separate groups, by two teachers in addition to the researcher (see Table 3).

<b>Group</b>	<b>N</b>	<b>Teacher</b>	<b>Language in class</b>	<b>Specialty</b>
A1	27	1	Unknown	None
A2	27	2	Unknown	Cambridge proficiency class
B	48	Researcher	English only	None

All participants follow a normal HAVO 4 education, group A2 students follow a Cambridge Proficiency class for English. There is no formal policy of language teaching at the participants' school which outlines that the teacher must give his or her language class in the target language.

### *3.1.2 Survey Questions and Measurement Scales*

An electronic survey was administered to students during their English class, assessing students' own perceived English language proficiency and English class experiences. The electronic survey, created in Google Forms, consisted of 58 questions and took approximately 15 minutes to fill in. These questions were derived from an existing, longitudinal study regarding secondary school student motivation in learning language skills (Mearns 2014), because they were shown in the literature to be reliable and relevant to the topic. Questions not relevant to this study were removed from the survey, c.f. questions regarding language use in other classes (see Appendix A). All questions were translated into Dutch to make them easier to understand for all students. Finally, a few questions were added to the existing questionnaire, regarding self-evaluation of English proficiency (see Appendix A). All questions required an answer based on a 5-point Likert scale, except for nine multiple choice questions which mainly dealt with general information about the participants (see Appendix A for the complete list of survey questions). Survey questions spanned the following topics:

<b>Topic</b>	<b>Questions</b>	<b>Type of Question</b>
General questions	1-9	Multiple choice
Self-perceived proficiency	10-13	5-point Likert scale
English use at school	14-17; 49-57; 61	5-point Likert scale; open answer (61)
English use outside of school	18-21; 58-59	5-point Likert scale
Importance of learning English	22-27; 60	5-point Likert scale
Feelings on learning English	28-38	5-point Likert scale
Attitudes towards mistakes in English	39-43	5-point Likert scale
Teacher style	44-48	5-point Likert scale

Measurement scales were defined based on the survey questions (see Table 5). All items used a 5-point Likert scale. The measurement scales are defined as follows:

1. *Self-Perceived Proficiency*: This measurement scale consisted of four items ( $\alpha = 0.824$ ) and is defined as the way students described their own English language skills. The survey for this scale asked the question: “Hoe zou jij je niveau van je Engels beoordelen?” for reading, writing, listening and speaking proficiency.
2. *English @ School*: This scale consisted of four items ( $\alpha = 0.770$ ). This measurement scale was headed by the question: “Beoordeel onderstaande vragen in een situatie op school,” and contained options like, “Ik spreek Engels,” and “Ik begrijp het Engels.”
3. *English @ Home*: This scale consisted of four items ( $\alpha = 0.474$ ) and was prefaced by the question: “Beoordeel onderstaande vragen in een situatie buiten schooltijd,” and contained questions like, “Ik luister naar Engelstalige muziek,” and “Ik kijk naar een Engelstalig serie/film (zonder ondertitelingen).”
4. *Importance of English Proficiency*: This scale consisted of 5 items ( $\alpha = 0.703$ ) and included the question, “Hoe belangrijk vind je de volgende vragen”, in which options like “De Engelse grammatica leren” and “Met iemand die Engels als moedertaal heeft in het Engels samen spreken.”
5. *Feelings About English*: This scale, in total, included 10 items ( $\alpha = 0.574$ ). The scale was split into two based on positive (5a;  $\alpha = 0.719$ ) and negative (5b;  $\alpha = 0.424$ ) feelings perceived by students when only English is spoken during class.
6. *Overall Proficiency* (=Self-Perceived Proficiency + English @ School): This scale consisted of eight items and is actually a combination of scales 1 and 2 ( $\alpha = 0.837$ ).
7. *Overall Positivity* (=Importance of English Proficiency + Positive Feelings About English): This scale consisted of 11 items and is a combination of scales 4 and 5a ( $\alpha = 0.781$ ).

A full overview of these measurement scales can be found below. During reliability analysis, three measuring scales were found not to be reliable. The measurement scale *English @ Home* could not be improved by removing any items and was excluded for further analysis. The subscale *Negative Feelings About English* could not be improved by removing any items, or by combining it with *Positive Feelings About English*, and has therefore also been excluded from further analysis. The measurement scale *Importance of English Proficiency* had a Cronbach’s alpha of 0.644. This could be improved to 0.703 by removing the item “Met een Nederlander in het Engels spreken,” as literature indicates Cronbach’s alpha should be 0.70 or over (Tavakol & Dennick 2011). Therefore, this question was excluded from the analysis, and the measurement scale was used with one less item. Measurement scales were calculated by taking the average of all included items. Finally, for further analysis, the overarching measurement scales *Overall Proficiency* and *Overall Positivity* were created to answer the main research question more clearly.

Table 5: Overview of Measuring Scales.

Measuring Scale	Items	Cronbach's alpha	Mean	SD
1. Self-Perceived Proficiency	4	0.824	3.36	0.77
2. English @ School	4	0.770	3.06	0.79
3. English @ Home	4	0.474	n/a	n/a
4. Importance of English Proficiency	5	0.703	3.63	0.69
5. Feelings About English	10	0.574	n/a	n/a
5a. Positive Feelings About English	6	0.719	3.11	0.70
5b. Negative Feelings About English	4	0.424	n/a	n/a
6. Overall Proficiency (=Self-Perceived Proficiency + English @ School)	8	0.837	3.21	0.68
7. Overall Positivity (=Importance of English Proficiency + Positive Feelings About English)	11	0.781	3.35	0.59

### 3.1.3 Data Collection Survey

Participants were able to access the survey via a website on their school's electronic learning environment website. Only HAVO 4 students had access to this website. All three groups were made aware of the survey link's existence during instructions on how to complete the survey. After all participating students filled in the survey, the link was immediately disabled and removed from the school's electronic learning environment. Posting the link in this fashion made it easier for participants to access it with their own electronic devices. The participants filled in the survey anonymously. The survey was administered during English class because the main focus of the questions was English language and thus administering it, with the permission of the school and their teachers, seemed more appropriate than intruding on precious class time from another teacher. The survey was preceded by a clear note explaining the purpose of the survey and that it was in the context of the researcher's graduating thesis. Anonymity was ensured (see Appendix A).

### 3.1.4 Data Analysis

For all measurement scales, averages and standard deviations were calculated. For individual items, frequency tables containing percentages were used.

Sub-question 1 was answered by analyzing student's overall perceived importance of learning English, positive feelings. In addition to overall scores, individual items describing the relative importance of aspects of English proficiency (e.g. speaking, writing, grammar), individual feelings (e.g. difficult, interesting, boring) and attitudes regarding making mistakes were compared separately. Differences between groups A1, A2 and B were analyzed through one-way ANOVA for each of these variables, for which F-statistic and p-value are provided.

Sub-question 2 was answered by analyzing self-reported proficiency and teaching styles. Again, differences between groups A1, A2 and B were analyzed through one-way ANOVA for



each of these variables, for which F-statistic and p-value are provided. Relationships between teaching style and both proficiency and positivity were analyzed using Pearson's correlations, for which the correlation coefficient (r) and p-value are provided. Finally, a linear regression analysis was performed to indicate relevant predictors to proficiency and positivity. Specifically, two linear regression models were used to analyze the respective importance of teacher style characteristics, with dependent variables *Overall Proficiency* and *Overall Positivity*. Independent variables in both models were teacher's style of teaching (9 items). The model also included the covariates gender, age, and group. A backwards analysis was used which removed the least significant predictors until a full model with the highest F-value was reached.

Sub-question 3 used items regarding students' English use outside of school, for which again one-way ANOVA was used to analyze whether groups A1, A2 and B differed from each other.

### *3.2 Supplementary Interviews*

A focus group interview was conducted for supplementary information to the survey, though was not created, intended, or used as a tool of data collection (see Appendix B). For this purpose, students of these classes were invited to come and be interviewed during the English classes of groups A1 and A2. In total, 6 students chose to participate. Students were informed about the purpose of the interview and were assured that the interview would be completely anonymous, after which they were asked for permission for their answers to be used. Interviews were held in the same week that the surveys were taken. All interviews were recorded on the smartphone and brief notes were taken during the interviews. Relevant citations from the interviews were used to clarify answers from the surveys for all sub-questions.

### *3.3 Supplementary Classroom Observations*

Classroom observation data with HAVO 4 English teachers took place over four days in mid-May 2019 (see Appendix C for the tools used). The teacher for group B was not observed because the researcher could not observe herself objectively. Two HAVO 4 teachers were observed for three lessons. Because the classroom observations were used to gain insight into, amongst other things, the credibility of the student survey, an observation template was used as a basic instrument to show a broad picture of what was observed (see Appendix C for template). Since the focus was on target language use by teacher and student, a tally-system was used to track how often teachers and students used English. This was used based on the *event sampling* system as described in Dörnyei (2007, p. 180). In this system, a tally mark is noted each time the target language was spoken. This method, thus, provided an accurate frequency of the use of English. During these observations, notes were taken regarding teacher's language use, student language use, what students were doing, whether learning goals were there, the work form the teacher used, activities and attitudes on students, the topics discussed in the class, and what students did when given activities by the teacher (see Appendix C).

### *3.4 Supplementary Teacher Feedback*

A feedback session with the teachers for group A was conducted in early June 2019. In this session, teachers were asked about requirements and needs for improving the curriculum, to better understand what modifications could be made, and which topics teachers felt should be taken into account to make an attainable and practically applicable recommendation.

A compilation of advice for curriculum enhancement was created based on the results of this study and presented to the teachers for feedback. Feedback sessions were conducted with the observed teachers in early June 2019. This session included suggestions and advice for an enhanced curriculum. The observations were used, together with the aforementioned theory, student data, and feedback to create a lesson plan template for an improved curriculum design for HAVO 4 students which is communicative and beneficial to their language needs. Advice was then created based on theory from chapter 2, student survey response data, and the classroom observations for an improvement of the existing teaching material to make it more successful and perhaps available for broader implementation. It is the goal that the existing program will be optimized to stimulate student motivation and use of English.

## 4. Results

In this chapter, the results of the data that was collected in this research project will be described.

### 4.1. Results Sub-question 1

*What are the attitudes of HAVO4 students of different groups towards learning English?*

#### 4.1.1 Importance of English

Overall, students reported that they found English of above average importance (mean = 3.63, SD = 0.69). Group A1, A2 and B differed from each other in the degree to which they rated English as important (one-way ANOVA,  $F=3.909$ ,  $p=0.023$ ), with group A2 rating it as most important and group A1 rating it as least important. Within this, students scored the importance of understanding (mean=4.20, SD=0.87) and speaking (mean=4.17, SD=0.86) the English language the highest, and scored the importance of learning English grammar (mean=2.99, SD=1.06) and speaking English to a Dutch person the lowest (mean=2.05, SD=1.07). In this, there were also differences between the groups (see figure 5), but only in speaking English ( $F=3.065$ ,  $p=0.05$ ), understanding English (one-way ANOVA,  $F=3.631$ ,  $p=0.03$ ), and speaking English to a Dutch person ( $F=5.560$ ,  $p<0.01$ ), in which group A2 consistently scored higher than the other two groups (see Figure 4).

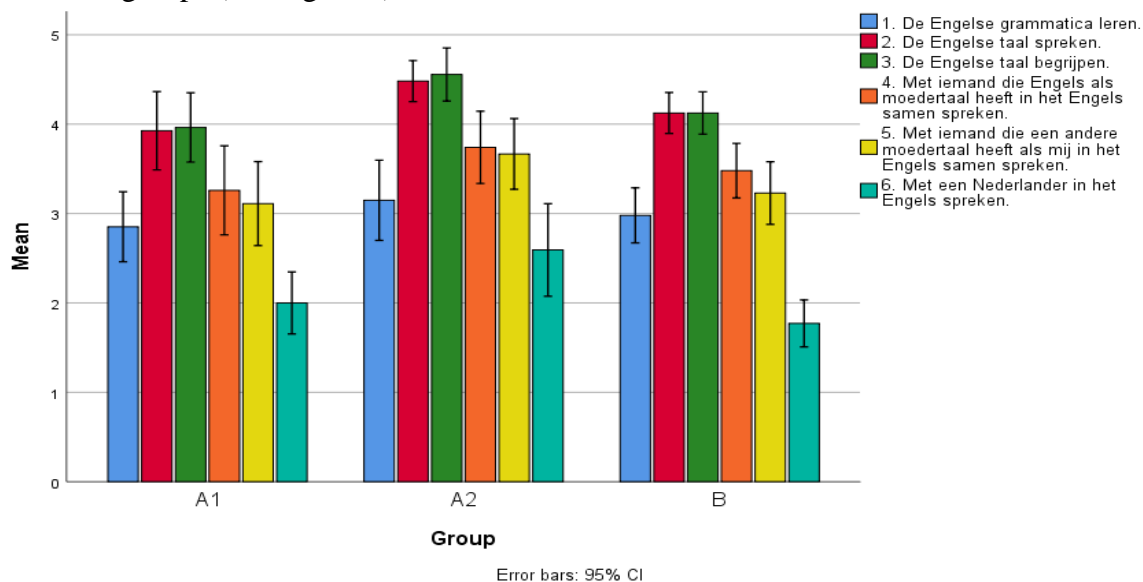


Figure 4: Importance of different aspects of learning English as reported by students of the three different groups (N=102).

To the statement “If English was not a core course, you would never learn it,” 30.4% of all students totally disagreed, and 31.4% of students somewhat disagreed, 18.6% gave a neutral answer, 10.8% of students somewhat agreed, and only 8.8% totally agreed that they would never learn it. Overall, the importance of learning English was significantly correlated with both their overall proficiency ( $r=0.270$ ,  $p=0.006$ ) and their ability to use English in a situation at school (Pearson’s correlations,  $r=0.360$ ,  $p<0.001$ ).

#### 4.1.2 Feelings Regarding Learning English

In addition, students were asked to rate their feelings with regards to speaking English in class. Overall, students found speaking English in class mostly useful (mean=3.70, SD=1.12) and educational (mean=3.45, SD=1.02). They scored lowest on finding it scary (mean=1.62, SD=0.70) and confusing (mean=1.98, SD=0.72). Students of all groups reported similarly on the degree to which they found speaking English in class educational, exciting, boring, scary, challenging, confusing and useful. There were differences between the groups in the feelings of difficulty, interest, and ease: Students of group B scored higher on finding it difficult to speak English in class than students of groups A1 and A2, and students of group A2 scored higher on finding it interesting and easy to speak English in class than groups A1 and B (see Table 6). Within this, results indicated gender differences in the feelings easy, exciting, scary and challenging, in which male students scored higher on finding it easy ( $p=0.04$ ), and female students scored higher on finding it exciting ( $p<0.01$ ), scary ( $p<0.01$ ) and challenging ( $p=0.03$ ).

*Table 6: Overview of student’s self-reported feelings regarding speaking only English in class.*

Feelings	Group A1 N=27		Group A2 N=27		Group B N=48		Comparison one-way ANOVA	
	Mean	SD	Mean	SD	Mean	SD	F	p-value
Leerzaam	3.41	0.97	3.67	1.14	3.35	0.98	0.840	0.44
Moeilijk	1.96	0.59	1.89	0.80	2.33	0.63	4.796	0.01
Interessant	2.70	1.03	3.30	0.99	2.67	1.00	3.747	0.03
Makkelijk	3.00	1.30	3.89	1.05	2.90	0.99	7.609	< 0.01
Spannend	2.41	1.19	2.59	1.39	2.13	1.02	1.466	0.34
Saai	2.07	0.73	2.15	0.82	2.08	0.71	0.084	0.92
Eng	1.78	0.75	1.37	0.69	1.67	0.66	2.555	0.08
Uitdagend	3.19	1.00	3.00	1.07	3.27	0.87	0.687	0.51
Verwarrend	2.15	0.82	1.74	0.66	2.02	0.67	2.386	0.10
Nuttig	3.78	1.05	3.93	1.04	3.52	1.20	1.225	0.30

### 4.1.3 Attitudes Regarding Making Mistakes

When asked about their attitudes regarding making mistakes in the English lesson (see Table 7), only 23.5% thought making mistakes was somewhat or very funny, while 66.7% agreed that it was not or not much of a problem to make mistakes. 63.8% agreed somewhat or fully that they would correct it next time. Only 9.8% was scared or somewhat scared to talk in English for fear of making a mistake, and only 11.8% found it somewhat or entirely embarrassing. One-way ANOVA showed no differences between the groups in these statements, except for “... dat ik het de volgende keer ga corrigeren” ( $F=3.207$ ,  $p=0.045$ ), in which group B scored lower than the other two.

*Table 7: Frequency table of student's attitudes towards making mistakes when speaking English, N=102. 1=sterk mee oneens, 3=neutral, 5=sterk mee eens.*

	1	2	3	4	5
... het beschamend	A1: 29.6% A2: 48.1% B: 31.1%	A1: 37.0% A2: 14.8% B: 37.5%	A1: 22.2% A2: 14.8% B: 25.0%	A1: 3.7% A2: 11.1% B: 4.2%	A1: 7.4% A2: 11.1% B: 2.1%
... het grappig	A1: 11.1% A2: 29.6% B: 14.6%	A1: 22.2% A2: 18.5% B: 16.7%	A1: 44.4% A2: 25.9% B: 45.8%	A1: 14.8% A2: 18.5% B: 14.6%	A1: 7.4% A2: 7.4% B: 8.3%
... het geen probleem	A1: 3.7% A2: 0% B: 0%	A1: 18.5% A2: 22.2% B: 4.2%	A1: 18.5% A2: 11.1% B: 25.0%	A1: 37.0% A2: 22.2% B: 43.8%	A1: 22.2% A2: 44.4% B: 27.1%
... dat ik het de volgende keer ga corrigeren	A1: 0% A2: 3.7% B: 2.1%	A1: 3.7% A2: 0% B: 16.7%	A1: 29.6% A2: 22.2% B: 25.0%	A1: 44.4% A2: 48.1% B: 47.9%	A1: 22.2% A2: 25.9% B: 8.3%
Ik durf niet in het Engels te praten want in ben bang dat ik een fout zal maken.	A1: 48.1% A2: 51.9% B: 41.7%	A1: 37.0% A2: 22.2% B: 35.4%	A1: 3.7% A2: 14.8% B: 14.6%	A1: 11.1% A2: 7.4% B: 8.3%	A1: 0% A2: 3.7% B: 0%

These attitudes regarding making mistakes are relevant, as especially “... dat ik het de volgende keer ga corrigeren” was significantly correlated with the importance students gave to learning English ( $r=0.335$ ,  $p<0.01$ ), positive feelings about English ( $r=0.231$ ,  $p<0.05$ ), self-reported proficiency ( $r=0.277$ ,  $p<0.01$ ), and how much they use English at school ( $r=0.316$ ,  $p<0.01$ ). In addition, the more students felt making a mistake was not a problem, the more positive they felt about learning English ( $r=-0.211$ ,  $p<0.05$ ) and the more proficient they felt ( $r=0.201$ ,  $p<0.05$ ).

In the interviews, students said: “In de klas spreken vind ik spannender en minder leuk dan in de praktijk. Ik denk dat je van in de praktijk Engels praten meer leert dan in de klas praten,” and “Het is lastig om het te formuleren in de klas want je wil de beurt niet krijgen. Als je het [Engels] niet kan, is er niet zo veel aan.”

## 4.2. Results Sub-question 2

*How do characteristics of HAVO 4 English teachers' instruction relate to student's attitude and proficiency?*

Before relating teacher's instruction to attitude and proficiency, first proficiency and teacher's instruction methods will be described across the three groups.

#### 4.2.1 Proficiency

There were significant differences between group A1, A2, and B in both overall self-proficiency ( $F=14.197$ ,  $p < 0.01$ ) and their overall positivity concerning learning English (one-way ANOVA,  $F=4.581$ ,  $p=0.013$ ). A2 scored higher in overall proficiency and overall positivity than the other two groups (Tukey test).

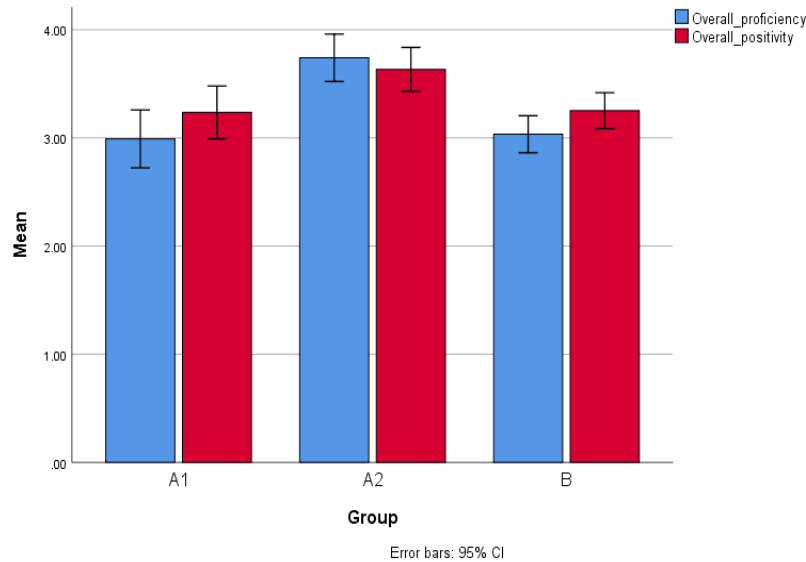


Figure 5: Mean of overall proficiency (8 items) and overall positivity (11 items) in language skills as reported by students of the three groups (A1  $N=27$ ; A2  $N=27$ ; B  $N=48$ ).

#### 4.2.2 Experienced and Observed Teaching Style

There were significant differences between the three classes in the teaching style they experienced from their teacher in enjoying ( $F=9.256$ ,  $p < 0.01$ ), makes it fun ( $F=4.820$ ,  $p=0.01$ ), speaking only English ( $F=15.213$ ,  $p < 0.01$ ), speaking all Dutch ( $F=16.767$ ,  $p < 0.01$ ), and working with a textbook ( $F=6.059$ ,  $p=0.01$ , see figure 7), in which students from group A2 indicated their teacher seemed to enjoy teaching English and make it fun, more so than the students from groups A1 and B. Students of group A2 scored higher on use of the textbook than students of group B (Tukey test).

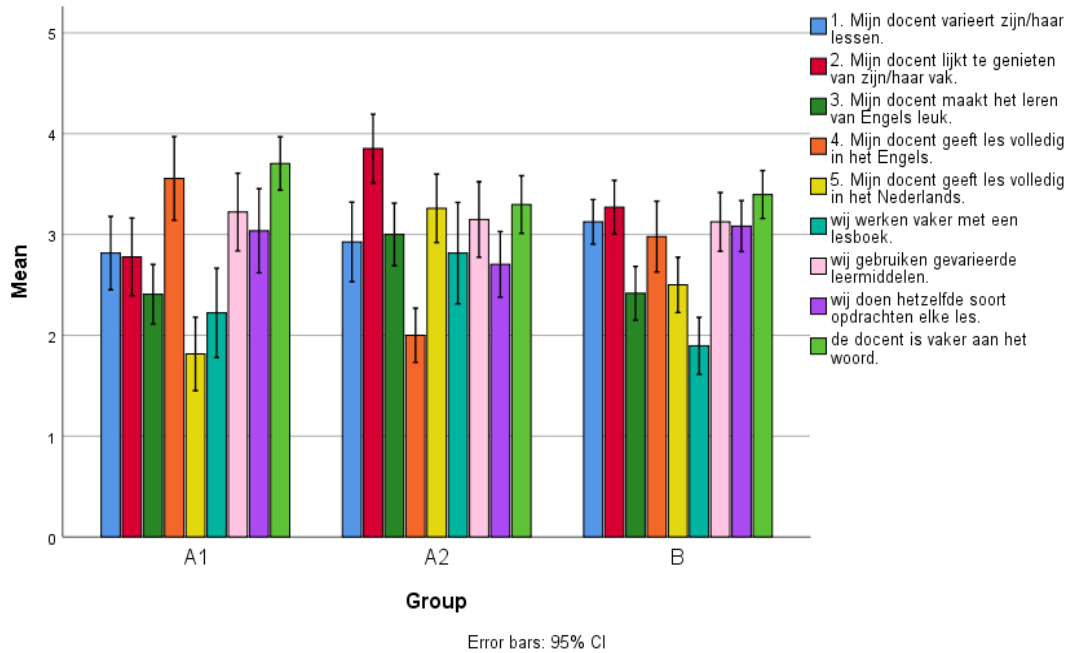


Figure 6: Means of respondents' answers to survey questions about their teachers.

Observations showed important differences between classes, namely the target language use by the teachers, the student work format, transparency of daily learning goals, and the type of course materials used. Observations from the classroom for groups A1 and A2, showed that the teachers used the target language differently. As shown in Table 8, teacher A1 used English approximately 60% of the time while teacher A2 did not use the target language at all. Teacher B used the target language 100% of the time.

Table 8: Observations from classroom activities in groups A1 and A2, and description from group B based on personal experience.

	A1	A2	B
Teacher Language Use	60% English, 40% Dutch	100% Dutch	100% English
Student Work Format	Teacher explains exercises; students work with a partner to complete exercises; whole-class discussion about correct answers	Teacher explains exercises; students work independently or with a partner to complete exercises; teacher corrects exercises individually	Teacher explains exercises; students work independently or with a partner to complete exercises; whole-class discussion about correct answers
Learning Goals	Period objectives on paper; daily goals displayed on whiteboard and on PowerPoint slides	Period objectives on paper; keyword daily goals on whiteboard	Period objectives on paper; daily goals displayed on PowerPoint slides
Course Materials	American history and literature	Reading comprehension practice	American history and literature

#### 4.2.3 Relationship Between Teaching Style and Proficiency and Positivity

In this sub question, two measurement scales regarding students' interest level of students in learning English, as well as two measurement scales regarding their proficiency, were related to different aspects of the way their teacher approaches the English class. Results showed that especially teaching in Dutch was significantly and positively correlated with importance ( $r=0.221$ ,  $p=0.026$ ), positive feelings about learning English ( $r=0.259$ ,  $p=0.009$ ), self-described proficiency ( $r=0.247$ ,  $p=0.012$ ) as well as proficiency at school ( $r=0.244$ ,  $p=0.014$ ), meaning that students felt English was more important when they received classes in Dutch, and also were more proficient at English when they received classes in Dutch. In addition, self-perceived proficiency was negatively correlated with the teacher speaking English in class ( $r=-0.234$ ,  $p=-0.018$ ).

*Table 9: Pearson's correlations between measurement scales of interest and competency, and individual survey questions describing the teacher's style of teaching English. \* indicates significance at the 0.05 level, \*\* indicates significance at the 0.001 level. N=102.*

	Overall positivity (11 items)		Overall proficiency (8 items)	
	Importance (5 items)	Positive feelings (6 items)	Self-proficiency (4 items)	English @School (4 items)
Mijn docent varieert zijn/haar lessen	-0.049	-0.025	-0.090	-0.103
Mijn docent lijkt te genieten van zijn/haar vak	-0.080	0.095	0.163	0.124
Mijn docent maakt het leren van Engels leuk	0.174	0.335**	0.135	0.304**
Mijn docent geeft les volledig in het Engels	-0.142	-0.070	-0.234*	-0.155
Mijn docent geeft les volledig in het Nederlands	0.221*	0.259**	0.247*	0.244*
wij werken vaker met een lesboek	-0.024	0.189	-0.029	0.122
wij gebruiken gevarieerde leermiddelen.	-0.022	-0.072	0.009	0.004
wij doen hetzelfde soort opdrachten elke les	0.042	-0.180	0.064	0.087
de docent is vaker aan het woord	0.014	-0.207*	0.093	0.003

When the teacher makes learning English fun, students scored overall higher on positive feelings ( $r=0.355$ ,  $p<0.01$ ), and used English more in school ( $r=0.304$ ,  $p<0.01$ ). When the teacher talks more in class, students scored lower on positive feelings ( $r=-0.207$ ,  $p<0.05$ ). None of the other aspects of teachers' style of teaching affected either subscale of overall positivity or overall proficiency. When considering differences between groups, for group A1, there were no significant correlations between aspects of teacher style and overall proficiency and positivity, while both group A2 and group B did show such differences. In group A2, overall proficiency correlated positively with doing the same kind of exercises in every lesson ( $r=0.404$ ,  $p=0.036$ ) and with speaking English ( $r=0.420$ ,  $p=0.029$ ), but negatively with the teacher talking a lot in class ( $r=0.460$ ,  $p=0.029$ ). This last one was also negatively correlated with overall positivity ( $r=-$

0.382,  $p=0.049$ ). In group B, by contrast, the teacher talking a lot in class is positively correlated with overall proficiency ( $r=0.346$ ,  $p=0.016$ ). In addition, for this group the degree to which the teacher makes it fun, was positively correlated with overall positivity ( $r=0.447$ ,  $p=0.01$ ).

*Table 10: Results of linear regression analysis for variables describing teacher style on dependent variables of overall proficiency and overall positivity including covariates gender, age, and group, respectively; backwards analysis, unstandardized B coefficients, t-statistic and p-value are given for each variable, R squared, F-statistic and p-value are given for both models; N=102.*

Variable	Overall positivity ( $R^2=0.191$ , $F=7.721$ , $p<0.01$ )			Overall proficiency ( $R^2=0.219$ , $F=6.788$ , $p<0.01$ )		
	B	t-statistic	p-value	B	t-statistic	p-value
Gender	-	-	-	0.307	2.514	0.014
Mijn leraar lijkt te genieten van zijn/haar vak	-0.149	-2.218	0.029	-	-	-
Mijn leraar varieert zijn/haar lessen	-	-	-	-0.164	-2.098	0.039
Mijn docent maakt het leren van Engels leuk	0.282	3.654	<0.01	0.277	2.871	0.005
Mijn docent geeft les volledig in het Nederlands	0.132	2.553	0.012	0.151	2.530	0.013

The regression analysis for overall positivity indicated that significant predictors of student's positive feelings about learning English are whether the teacher seems to enjoy their profession ( $p=0.029$ ), whether the teacher makes it fun to learn English ( $p=<0.012$ ), and whether the teacher teaches entirely in Dutch ( $p=0.012$ ). The regression analysis for overall proficiency indicated that significant predictors of student's proficiency in language skills were whether the teacher varies their lessons ( $p=0.039$ ), whether the teacher makes it fun to learn English ( $p=0.005$ ), and whether the teacher teaches entirely in Dutch ( $p=0.013$ ). Gender was also a significant predictor in this ( $p=0.014$ ), but not the other model (see Table 10). Group was not a significant predictor in either model.

#### 4.3 Results Sub-question 3

*How can the current approach be improved to stimulate an increased motivation, performance and target language use?*

To answer this research question, both observations in the classrooms of group A1 and A2 were used, alongside results from the surveys.

Of all characteristics of the teacher's instruction of English as a foreign language, especially making it more fun and speaking in Dutch, were predictive of both more positive emotions, and higher proficiency (see 4.2). Because the degree to which students responded to experiencing their lessons as fun, it is very important to make adjustments to the curriculum to increase motivation and interest to learn the English language. Because students generally said



they did not find speaking English very scary or confusing, this doesn't need to be strongly addressed in an improved curriculum. Below, it is described what students experienced as motivations for learning English, as well as the needs and suggestions of teachers for improving the necessary areas.

#### 4.3.1 Motivation to Use English

According to the theory (Dörnyei 1990; Du 2009; Woolfolk et al. 2012; etc.), creating motivation in students is essential to them learning English. In order to motivate students to learn English, ways of using and learning English need to match their attitudes and build on their attitudes. Sub-question 1 indicated that students overall value learning how to understand and speak English, and do not value learning grammar and speaking English to Dutch people very much.

Currently, students were motivated to use English in their daily life in several different venues: social media, games, movies and music. Overall, English was used for social media (somewhat or often) by 65.7% of all students; for gaming (somewhat or often) by 51.9%; for movies without subtitles by 49.1%; and 81.4% (somewhat or often) for listening to English language music. There were significant differences between the groups in the degree to which they listened to English music ( $F=3.927$ ,  $p=0.023$ ), watch English movies without subtitles ( $F=9.578$ ,  $p<0.01$ ), use English in social media ( $F=5.270$ ,  $p=0.007$ ), or play English games ( $F=4.801$ ,  $p=0.009$ , see figure x), in which group A2 scored higher on these statements than the other groups.

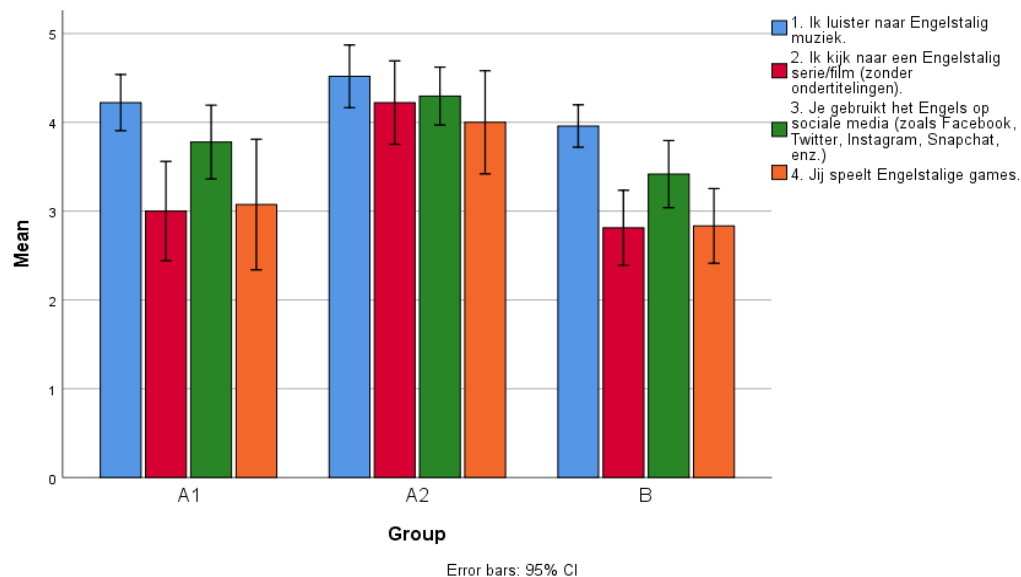


Figure 7: Means of activities where students use English outside of school (N=102).

Results from surveys indicated that students think that when they will use English in the future, they will mostly use it on vacation (37.3%), at work (15.7%), in an English-speaking country (13.7%) and on the internet (13.7%). A small percentage think they will use it for higher education (9.8%). Less than 10% of people thought they would use English for everything. In this too, groups seem to differ (see Table 11).

*Table 11: Results of what purpose students find learning English most important for.*

<b>Purpose</b>	<b>Group A1 N=27</b>	<b>Group A2 N=27</b>	<b>Group B N=48</b>
Internet	3	5	7
Higher Education	4	4	2
Vacation	13	6	20
English-Language Country	2	6	6
Work	4	4	9
Everything	1	2	4

Also, according to several students interviewed, English will be most useful on vacation because, often, people go on vacation outside of the Netherlands and often do not speak the language of that country, yet it is believed that most people speak a bit of English. This was echoed by a student in the interviews: “Op vakantie omdat ik graag in Nederland wil werken met Nederlandse mensen maar op vakantie heb ik het Engels wel mee.”

According to students, instead of the current curriculum, they would prefer to watch an English-language film or series without subtitles, then write a summary or report about it (40 respondents).

*Table 12: Survey results of what students want to do in English class.*

<b>Activity</b>	<b>N=74</b>
Watch films/series and write essay/summary about it	40
Games/Quizzes	6
Speaking/Conversation Exercises	6
Anything besides using a textbook/workbook material	5
Electronic Practice	3
Reading	3
Culture/Music Exercises	2
Real-life situations	2

Students clearly find English important for music and social media and somewhat in gaming and movies and shows without subtitles. Movies and shows without subtitles were specific to the already motivated group A2 and wouldn't be useful as a general curriculum improvement. The purpose students see for learning English, is on vacation, work, internet and to a lesser extent education. Given these results, the current approach can be improved by adding topics that fall within student's areas of interest, and match the ways that students think they are going to be using English in the future. Specifically, the curriculum should according to these results include more on the topics of music and social media, and more regarding vacation and work.

#### 4.3.2. *Positive and negative responses observed in the classroom*

Throughout a class observation in A1, the students watched an English spoken video from YouTube on the topic of civil rights. Students were observed to be paying a lot of attention to this class, much more so than to the previous and following lessons which did not involve a video: students were listening intently, they were doing what they were told to do, and not using their cellphones or appearing bored. Prior to the movie, the teacher had put key vocabulary words on the whiteboard which would be mentioned in the movie. He then stopped a few times to check for students' understanding and test if they knew the key vocabulary words on the whiteboard. Due to a technical malfunction, the English subtitles did not work well.

During observation in group A2, students could use their computers to work on a presentation after they finished an assignment. Students worked very quickly on the assignment to be able to work on their computer. Verifying with the teacher indicated that these students generally got good grades and were not just making poor quality assignments.

In another observation in group A1, a student was overheard asking a classmate, "What does *integrate* mean?" The other student helped them understand by making a link to the Dutch word *integreeren*, which seemed to help the student. This illustrates that in some cases, linking English and Dutch was seen as helpful to students.

The observations yielded proof that when students were chatting, they always did so in Dutch. This rang true for both observed groups, except for two students in A2 who love speaking English so much that they use it whenever they can in class.

#### 4.3.3 *Needs and Suggestions from Teachers*

According to the teachers of this group, their use of English as the language of instruction varies based on the topic. Based on the curriculum for this time of year, the teachers reported that these lessons may not give an adequate picture of what their lessons are typically like. After speaking with a few students off-the-record however, it was suggested that this is in fact often the way lessons from group A occur. There are obviously limitations to single-instance or short-term observations. These limitations will be discussed in chapter 5.3.

This feedback session included a recap of the classroom observations, feedback was asked from the observed teachers based on the observational summaries, and preliminary advice for future lessons were discussed. A curriculum redesign, focusing on classroom exercises which would be more relevant to the students' needs for learning English, which were based on the aforementioned theory, classroom observations, and student survey data, were proposed (see chapter 5.1.1 & Appendix D). The most important suggestions provided by the other teachers, were:

1. Students find they have a higher proficiency than how they actually present themselves in class. Students who are high achievers here are average on a national scale, but the best at this school. Students have low motivation because their friends have low motivation.
2. English is a problem because many students do not have a broad vocabulary in Dutch, so it makes acquiring a higher level of English more difficult. Testing is a problem because students only seem interested in grades and not the actual content. There is a reward for good grades at this school, but no punishment for poor grades. It is a cultural phenomenon to be more grade-oriented than content-oriented. Within the guidelines of

the existing curriculum and national standards, it is a puzzle to find freedom in teaching and learning. At the end, it still remains all about grades.

3. Teachers agreed, activities should be more student-oriented and formatively tested (so as to eliminate grades), but how? Ex: take more quizzes and drop the two lowest grades.
4. Teachers stressed the time constraints they face in the classroom. This issue makes it difficult to stray from the existing method because time is already a factor in planning and executing tasks.

With regard to improving the curriculum, and specifically to improving teaching characteristics, the teachers had some specific needs and concerns that they mentioned. First of all, they were concerned any improvements would take more time for them to prepare, and this time is not available. Second, they expressed concern that improvements would not fit within a 40-minute class and asked that any suggestions keep time limits in mind. Finally, grades were mentioned a lot, specifically that at the end of the day, the curriculum needs to result in grades, and new methodology needs to be able to tie in to testable skills, while at the same time ideally taking away student's obsession with grades and replacing it with genuine motivation.

## **5. Discussion and Conclusion**

The current research focused on to what extent the characteristics of the teacher's instruction of English as a foreign language relates to the students' attitudes and proficiency and how the curriculum can be enhanced to improve in a Dutch secondary school.

### *5.1 Discussion*

The only variables that were shown to really matter for student positivity and proficiency were making it fun and speaking Dutch. This is in opposition to the expectation that students who received only English language classes would be more proficient in English (Lyster 2007; West & Verspoor 2016; Dönszelmann 2019), and much literature suggesting "doeltaal als voertaal" should be used (Kwakernaak 2007; Dönszelmann et al. 2016; Dönszelmann 2019). In addition, this counters literature that indicates the importance of other teaching factors (Dörnyei 2003; Guerrataz & Johnston 2013; Woolfolk et al. 2014). A possible explanation is that the study did not measure proficiency, but self-perceived proficiency, which is relevant especially given the teacher feedback that students of group A have a higher self-perception of their skills than what they show in class. It is plausible that group B perceives a more accurate language proficiency in both theory and practice. However, given the relationship demonstrated between experiencing a fun class and increased proficiency, and the relationship between teacher's English language use and less positive feelings, it seems clear that for this target group of students, an all-English approach is not the way to go.

These results suggest that perhaps somehow the English-only program is negatively affecting the students when it comes to speaking. However, contrary to Fasoglio and Tuin (2018), using the target language does not seem to pose a threat to students understanding instructions, given their lack of confusion, fear or any problems handling mistakes in class. A possible, plausible explanation might lie in the fact that these students are uncertain about their level of English proficiency, and since they cannot rely on Dutch to receive confirmation, their

uncertainty remains. This result necessitates improvements to the curriculum in unexpected directions, where all students should still be exposed to their teacher speaking English, but should not be deprived from their teacher using Dutch to explain important concepts to facilitate understanding (Dönszelmann 2019).

Another interesting result is the lack of consistent differences between the three groups of students compared in this study. While there were some differences between groups, many of those can easily be ascribed to differences in inherent interest. Specifically, the fact that students in A2 reported higher proficiency can be explained by the fact that they chose to follow the Cambridge course, special English class. Choosing to follow a special language class over regular education has been shown to relate to increased intrinsic motivation (Mearns & de Graaff 2018), which in turn relates to increased proficiency (Kwakernaak 2007), which this study did indeed show for the A2 group. Similarly, it makes sense that students of group B found it more difficult to speak in English in class, as they were the only ones that exclusively do so, while the other groups have little to no experience with an English-only classroom environment. It is unclear to what extent the use of English or Dutch by the teacher was responsible for any other differences between groups, since speaking Dutch, but not group was a significant predictor in the regression analysis. Previous research indicates that a plethora of factors contribute to differences in classes (Deci & Ryan 2012; Dörnyei 1990; Du 2009; Krashen 1981; Song 2017; Woolfolk et al. 2012).

An important result that emerged from this research, is that all the characteristics of teacher style outside of making it fun and not speaking exclusively English, such as teaching in varying ways, using textbooks or not, and speaking a lot in class, were not at all found to relate to student's attitudes or proficiency. Given that the literature consistently reports effects of other aspects of teacher style (Dörnyei 2003; Guerrataz & Johnston 2013; Johnson & Johnson 2002), it is likely that these aspects do matter also in this target groups, but were simply overshadowed by the students' experienced lack of enjoyment in their class, which has also been shown by the literature to impact proficiency (Bernaus et al. 2009). Results from observations help to understand this lack of enjoyment, as many of the topics students are offered in school do not match their areas of interest, their preferred types of assignments, or the reasons why they consider English important.

Students' answers with regards to importance matched the literature, as indeed, students generally find English important to communicate with people who do not speak Dutch (Edwards 2014). Therefore, these results indicate a need to create a closer match between student interest and preference, and the shape and content of the curriculum. In this, it is clear that motivation, where lacking, needs to be generated, as the CITO test for English is 100% reading, but in contrast to what is required of them, students seem to want to write and listen more in English. Activating students' active use and practice of listening, speaking, and writing may activate more of students' intrinsic motivation because they will be doing things that are important and relevant to their language needs (Brandl 2008). This is especially important, as there is an indication that only the motivation to learn a foreign language for the sake of vacation is not enough to create consciously motivated language learners (Dörnyei 1990). Therefore, an improved approach should be communicative, focuses on real-life situations, and stimulates the intrinsic motivation of students (Brandl 2008). As a final note, it is both interesting and encouraging that students

overall did not feel afraid or confused to speak the target language and did not feel badly about making mistakes in class.

### *5.1.1 Recommendations*

Based on the feedback session with teacher A1 and A2, a number of recommendations for curriculum enhancement have been formulated. First, structured lesson plans with clear learning goals are ideal for optimal teaching and learning considering the time constraints of language classes. Second, the current curriculum, which consists of American history and literature, is clearly not working based on the results of the survey. Third, while the teacher speaking English gives the students more input, a balance of English and Dutch needs to occur. This does not mean that a 50-50 balance of the languages needs to exist, rather both English and Dutch need to be used strategically by the teacher in order to make sure the students do not become negatively distracted by having too much English (or Dutch). A good remedy for this language issue may be for the teachers to simply have a classroom discussion at the beginning of the year about which 20% or so of class students would like to have in Dutch. This will give the students more autonomy and ownership of their own learning experience while at the same time offering language use transparency.

Aside from these tips, a few activities for during the lessons have been suggested for curriculum enhancement (see lesson plans in Appendix D). Students suggested that they would rather do a variety of things in English class aside from what they currently do. As depicted in Table 12 above, students would rather watch films, write, play games, and speak English. Survey results indicated that students are interested in English language music and using English on social media. Moreover, using the target language as a teaching and learning material rather than as a method, depending on the needs of the student, should be considered on a class by class basis as student needs will vary considerably per class (Dönszelmann 2019; Dönszelmann 2018; Dönszelmann et al. 2016). A good way to incorporate these interests would be to have a different lesson each week which incorporated these desires into fun activities. An ideal week of HAVO 4 lessons may look something like this (Dönszelmann 2018; Dörnyei 1990; Krashen 1981; Long 2009; Thijs & van Akker 2009):

Lesson 1: First, students listen to an English language song while completing a gap-fill exercise. The gaps could be based on grammar, spelling, or vocabulary. Students would be using listening, reading, and writing skills to complete the task. Second, one student per week should be tasked with bringing in a relevant and recent blog post (ca. 500-1000 words). The class will read the blog post and prepare their own Cito-style reading comprehension questions which could be used in a round of Kahoot or Socrates. Having the students prepare the relevant reading material will offer students the opportunity to showcase their own interests and creativity while alleviating the burden of time constraints which foreign language teachers face.

Lesson 2: First, students watch a YouTube video about how to do a job interview. It is ideal if the teacher chooses the video to be watched beforehand so that he is aware of the content. Second, students role-play a job interview with a partner in English. This type of how-to lesson can be altered to include virtually any how-to. The object is that students

will be listening to instructions in English and will have to try out what they've seen. This will give them listening and speaking practice, as well as practice with pragmatics.

Lesson 3: Results indicate that the use of a course book does not have a positive or negative effect on the students' overall positivity or language proficiency, so doing completely away with a textbook is not necessary. Because of this, and to encourage students who enjoy working with a textbook, having one lesson per week where students can practice vocabulary, grammar, and spelling in a textbook would be reasonable rather than working strictly with a textbook each lesson (see Appendix D for lesson plans).

Another idea is to have students, for example, be tasked with telling their partner about a topic on a card that they draw; this way, students can use free speech and make mistakes in a controlled area. It may be wise to build up to this spontaneity by first having students discuss topics they are comfortable with, such as a favorite song, TV shows, sports team, etc. This may in turn help keep the affective filter low and stimulate creativity.

In addition to these activities, it may prove to be beneficial for teachers to create a classroom blog. Because class-sizes are large (approximately 30 students per class), having a classroom blog where students can write about topics which interest them (in English, of course) would be a fun outlet for students to express themselves while practicing English writing and reading. A classroom blog should ideally be implemented by the following:

1. Each student must write one blog entry per month.
2. Students would sign-up for a specific date to write their blog at the beginning of each month.
3. Each post must be 150-200 words (to start; could potentially increase with creativity and proficiency).
4. Classmates should be encouraged to comment on posts, but it should be mandatory to comment on at least 3 (50-100 words).
5. Teachers could easily check the blog to see if students have posted when they should and can also read comments. If the posts meet the requirements, the students pass. If they do not, students get feedback and would need to edit their posts.

Another way to implement this would be to have a partnership with a sister secondary school, perhaps a school in a different country that has an exchange program with the Dutch school. This would perhaps make students more apt to writing consistently in English and students could learn about another culture. This type of activity would connect with students' need for English for vacation and vocational purposes.

This type of activity would be long-term and allow students to learn from one another. They could see each other's work and learn proper English grammar and vocabulary while having fun, and possibly making friends, too.

## *5.2 Conclusion*

Generally, attitudes of HAVO 4 students towards learning English were mixed. Importance of learning English, which significantly correlated with proficiency, was rated above average, in

which group A2 felt it was more important than others. Students found understanding and speaking English especially important, speaking English to someone who doesn't speak Dutch less important, and learning English grammar least important. Students felt speaking English in class was primarily useful and educational and not really scary or confusing. Students of groups A2 found it more interesting and easier to speak in English than others and students of group B found it more difficult. A large majority found it not or not much of a problem to make mistakes in the English lessons and less than 10% was scared to speak in English. There was no difference between the groups for this.

Several characteristics of teacher's instruction related to student's attitude and proficiency. Although students of different groups noticed differences in teaching styles with regards to the degree to which their teacher enjoys teaching, makes it fun, speaks English or Dutch, and works with a textbook, only the language that was spoken in class correlated significantly with all outcome measures of attitude and proficiency. Students who were taught in Dutch were more proficient than students who were taught in English only. Making English fun correlated with higher positive feelings and use of English in school. Other aspects of teacher's style of teaching did not affect positivity or overall proficiency. For group A1 especially, teacher style did not correlate with attitude or proficiency, while in group A2 doing the same kind of exercises in every lesson and speaking English correlated positively with proficiency. In group B, the teacher talking a lot was positively correlated with proficiency, and the teacher making it fun was correlated with positivity. Linear regression over all groups indicated that the most important predictors of positivity were the teacher enjoying their job, making it fun to learn English, and teaching in Dutch. The most important predictors of proficiency were not varying their classes, making it fun to learn English and teaching in Dutch.

The current approach can be improved to simulate an increased motivation, performance and target language use by capitalizing on the predictors to positivity and proficiency. Specifically, students can be motivated to use English by matching their interests in listening to English music and social media use, and the areas in which they consider English important, such as vacation and work. Students specifically indicated they would strongly prefer to watch films in English, and write about it, and would also like to do games and conversation exercises. This matched to some extent the observations in the classroom, which indicated increased interest when watching an English movie or when they had an opportunity to work on their computer.

In answer to the main question, curriculum enhancement can be possible by incorporating teacher's suggestions and survey results, having more student-oriented activities that improve motivation by adjusting teaching topics and teaching materials in such a way that students are speaking, writing and listening on topics that hold their interest, but also in a way that does not add increased workload and time investments for the teacher while still being possible to grade.

### *5.3 Strengths and Weaknesses of the Study*

A strength of this study was the inclusion of a large percentage of the HAVO 4 student population (74%) and the enthusiastic cooperation of all teachers involved at the participating school. Moreover, the reliability of the study was improved by the addition of classroom



observations, interviews and teacher feedback to corroborate the results and create practical recommendations that can genuinely be used in the classroom.

Most scales of the surveys were found to be reliable without needing to remove questions, indicating the survey it was based on was a good choice and relevant to this sample population. However, it was unfortunate that negative emotions were not internally consistent enough to use as a scale. Furthermore, the question "If English was not a core course, you would never learn it," was in retrospect poorly phrased because it is unclear if students meant that they would still take the course if it were an elective, or if they meant they would learn English also without any course. Additionally, student proficiency could have been measured more appropriately by using "Can do" statements based on the CEFR.

Given the results of the regression analysis which showed group not to be a predictor of proficiency or positivity when other important variables were taken into account, there was too much focus in the analysis on differences between groups. In general, comparisons between the groups were not easy to interpret because only group B (which consisted of 2 classes but was analyzed as one group) had experience with English-only classes, while group A2 was intrinsically more motivated to learn English than the others because they followed a Cambridge curriculum, consequently skewing the results with regards to differences in the way the different groups valued and responded to teaching style.

In retrospect, it would have been beneficial to ask more questions specifically regarding different teaching styles, as the current study over focused somewhat on the importance of the language used by the teacher. Also, using an ICALT template to observe the lessons would have given a better overview of what was observed in the class. While this is a good tool, the researcher is unfortunately not trained to properly fill out this type of form. It would have thus been ideal to seek a trained colleague to assist with the observations. Finally, it would have been constructive if there had been the opportunity to test the recommended lesson plans in the classroom, which was impossible due to practical constraints.

#### *5.4 Future Research Suggestions*

Future research on the subject of student motivation and self-perception of language skills should focus on lower order and higher order skills. If a student is not very proficient in their own mother language, learning a foreign language will no doubt have its difficulties, regardless of the language of instruction.

Collecting data from more than one HAVO 4 population would also be helpful to gather more insight into the generalizability of students within this already diverse population. Indeed, reshaping the societal norm of extrinsic motivation based on the achievement of a passing grade may inspire students to become intrinsically motivated to become proficient in a foreign language, especially if the curriculum fits the needs of the students.

Furthermore, while the current research focused on language use, student proficiency, and curriculum improvement, future research may be beneficial to isolating the most contributing factors to foster language learning for HAVO 4 students of English.

## References

- Bernaus, M.; Wilson, A.; Gardner, R.C. (2009). Teachers' motivation, classroom strategy use, students' motivation and second language achievement. *Porta Linguarum*, 12:25-36. <http://hdl.handle.net/10481/31869>
- Blyth, C. (2014). Open educational resources and the new classroom ecology. *The Modern Language Journal*, 98 (2), 662–664. doi: 10.1111/modl.12096
- Brandl, K. (2008). Principles of communicative language teaching and task-based instruction. *Communicative Language Teaching in Action: Putting Principles to Work*. Upper Saddle River: Pearson Prentice Hall, 2-38.
- Brown, D. (2014). The power and authority of materials in the classroom ecology. *The Modern Language Journal*, 98 (2), 658–661. doi: 10.1111/modl.12095
- Cenoz, J. (2003). The additive effect of bilingualism on third language acquisition: A review. *International Journal of Bilingualism*, 7(1), 71-87.
- Council of Europe. (2018). The CEFR Levels. Retrieved February 7, 2019, from <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>
- Curriculum.nu. (2018). Bijgestelde visie op het leergebied Engels/ moderne vreemde talen. Retrieved from <https://curriculum.nu/wp-content/uploads/2018/06/Bijgestelde-conceptvisie-op-het-leergebied-Engels-moderne-vreemde-talen.pdf>
- Cutler, C. (2000). “Chanter en yaourt”: Pop music and language choice in France. *Popular Music & Society*, 24(3), 117-133. Doi: 10.1080/03007760008591779
- Deci, E. L., & Ryan, R. M. (2012). Self-determination theory. In P. A. van Lange, A. W. Kruglanski, & E. T. Higgins, *Handbook of Theories of Social Psychology: Collection: Volumes 1 & 2*, 416-437. London: SAGE Publications Ltd.
- Dönszelmann, S. (2019). *Doeltaal-Leertaal: Didactiek, professionalisering en leereffecten*. Uitgeverij Parthenon.
- Dönszelmann, S. (2018). Doeltaal Leertaal: Over bibberen aan de rand van het taalbad en docenten-taalbewustzijn. *Levende Talen Magazine*, 105(special), 36-37.
- Dönszelmann, S., Kaal, A., Beishuizen, J., & Graaff, R. D. (2016). Doeltaal Leertaal; Een didactiek en een professionaliseringstraject. *Levende Talen Tijdschrift*, 17(3), 35-45.
- Dörnyei, Z. (1990). Conceptualizing motivation in foreign-language learning. *Language Learning*, 40, 45–78. doi:10.1111/j.1467-1770.1990.tb00954.x
- Dörnyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. *Language Learning*, 53(S1), 3-32. Doi: 10.1111/1467-9922.53222
- Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual differences in second language acquisition*. Mahwah: Erlbaum.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford University Press.
- Du, X. (2009). The affective filter in second language teaching. *Asian Social Science*, 5(8), 162-165.
- Edwards, A. (2014). The progressive aspect in the Netherlands and the ESL/EFL continuum. *World Englishes*, 33(2), 173-194. Doi: 10.1111/weng.12080
- Ellis, N. (1995). Consciousness in second language acquisition: A review of field studies and laboratory experiments. *Language Awareness*, 4(3), 123-146.

- Europees Referentiekader Talen. (n.d.). Toelichting op de niveaus. Retrieved February 14, 2019, from <http://www.erk.nl/docent/streefniveaus/>
- Fasoglio, D., & Tuin, D. (2018). Hoe goed spreken leerlingen Engels als zij het voortgezet onderwijs verlaten? De ERK-streefniveaus onderzocht. *Levende Talen Tijdschrift*, 19(1), 3-13.
- Garton, S., & Graves, K. (2014). Identifying a research agenda for language teaching materials. *The Modern Language Journal*, 98 (2), 654–657. doi: 10.1111/modl.12094
- Government of the Netherlands. *Secondary education*. (2015) Retrieved February 19, 2019 from Government of the Netherlands website: <https://www.government.nl/topics/secondary-education>
- Guerrattaz, A. M., & Johnston, B. (2013). Materials in the classroom ecology. *The Modern Language Journal*, 97, 779-796. doi: 10.1111/j.1540-4781.2013.12027.x
- Hornikx, J., Van Meurs, F., & de Boer, A. (2010). English or a local language in advertising? The appreciation of easy and difficult English slogans in the Netherlands. *The Journal of Business Communication* (1973), 47(2), 169-188.
- Huygen, M. (2019, January 16). Tweede Kamer wil actie tegen 'verengelsing' studies. Retrieved February 19, 2019, from <https://www.nrc.nl/nieuws/2019/01/16/tweede-kamer-wil-actie-tegen-verengelsing-studies-a3650531>
- Johnson, D. W., & Johnson, R. T. (2002). Learning together and alone: Overview and meta-analysis. *Asia Pacific Journal of Education*, 22(1), 95-105.
- Kordes, J. & Gille, E. (2013). *Vaardigheden Engels en Duits van Nederlandse leerlingen in Europees perspectief* (3<sup>e</sup> druk). Arnhem, Nederland: Cito.
- Krashen, S.D. (1981). *Second Language Acquisition and Second Language Learning*. Oxford University Press.
- Kwakernaak, E. (2007). De doeltaal als voertaal, een kwaliteitskenmerk. *Levende Talen Magazine*, 94(2), 12-16.
- Kwakernaak, E. (2015). *Didactiek van het vreemdetalenonderwijs*. Bussum: Uitgeverij Coutinho.
- Larsen–Freeman, D. (2014). It's about time. *The Modern Language Journal*, 98(2), 665–666. doi: 10.1111/modl.12097
- Long, M. (2009). Methodological principles of language teaching. In Long & Doughty (Eds.), *Handbook of Language Teaching*. (373-394).
- Lyster, R. (2007). *Learning and teaching languages through content: A counterbalanced approach*. Amsterdam: John Benjamins.
- Mearns, T. L. (2014). *Chicken, Egg or a Bit of Both? Motivation in bilingual education (TTO) in the Netherlands* (Doctoral dissertation).
- Mearns, T., & de Graaff, R. (2018). Bucking the trend? *Journal of Immersion and Content-Based Language Education*, 6(1), 1-26.
- Muñoz, C. (2008). Symmetries and asymmetries of age effects in naturalistic and instructed L2 learning. *Applied Linguistics*, 29 (4), 578-596.
- Nemser, W. (1971). Approximative systems of foreign language learners. *IRAL-International Review of Applied Linguistics in Language Teaching*, 9(2), 115-124.
- Newport, E. L., Bavelier, D., & Neville, H. J. (2001). Critical thinking about critical periods: Perspectives on a critical period for language acquisition. In E. Dupoux (Ed.), *Language, Brain and Cognitive Development: Essays in Honor of Jaques Mehler*, 481-502.
- Planken, B., van Meurs, F., & Radlinska, A. (2010). The effects of the use of English in Polish product advertisements: Implications for English for business purposes. *English for*

- Specific Purposes*, 29(4), 225-242.
- Ranjbar, N. A., & Narafshan, M. H. (2016). Affective domain: The relationship between teachers' affective factors and EFL Students' Motivation. *Journal for the Study of English Linguistics*, 4(2), 13-28.
- Saville-Troike, M., & Barto, K. (2017). *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press.
- SLO. (2017a) *Het Vak Engels*, 8 Sept. 2017, [mvt.slo.nl/thema-overzicht/engels-als-kernvak](http://mvt.slo.nl/thema-overzicht/engels-als-kernvak)
- SLO. (2017b). *Speaking English: A piece of cake?* [http://www.landelijkestudiedag.nl/wp-content/uploads/2017/12/20171103\\_English-speaking.pdf](http://www.landelijkestudiedag.nl/wp-content/uploads/2017/12/20171103_English-speaking.pdf)
- Snoek, M. (2012). Onderzoek door leraren: context academische opleidingsschool. In R. Zwart, K. van Veen & J. Meirink (Eds.), *Onderzoek in de school ter discussie: doelen, criteria en dilemma's* (19-28). Leiden: Expertisecentrum Leren van Docenten.
- Song, J. (2017). Korean English teachers' conflicts and struggles over local, global, and 'legitimate' Englishes in school. In *Korean Englishes in Transnational Contexts*, Jenks, C. and Jerry Lee, eds. Cham, Switzerland: Palgrave. 201-220.
- Staatsen, F., & Heebing, S. (2015) Spreek- en gespreksvaardigheid. *Moderne vreemde talen in de onderbouw*. Bussum: Uitgeverij Coutinho, 113-152.
- Stokking, K. (2016). *Bouwstenen voor onderzoek in onderwijs en opleiding*. Garant Uitgevers.
- Stromen in het Nederlandse onderwijs. (2015). Retrieved February 17, 2019, from <https://www.onderwijsincijfers.nl/kengetallen/sectoroverstijgend/nederlands-onderwijsstelsel/stromen-in-het-nederlandse-onderwijs>
- Tavakol, M., & Dennick, R. (2011). Making Sense of Cronbach's Alpha. *International Journal of Medical Education*, 2, 53-55.
- Thijs, A., & van den Akker, J. (red.) (2009). *Leerplan in ontwikkeling*. Enschede: SLO, nationaal expertisecentrum leerplanontwikkeling.
- West, L., & Verspoor, M. (2016). An impression of foreign language teaching approaches in the Netherlands. *Levende Talen Tijdschrift*, 17(4), 26-36.
- Woolfolk, A.E., Hughes, M., Walkup, V. (2012). *Psychology in Education*. Harlow (UK): Pearson Education, 28-123; 288-329; 388-471; 560-601; 642-692.

## Appendix A: Survey of Students' Opinions and Perceived English Proficiency

Deze enquête is gemaakt als onderdeel van onderzoek voor een MA-scriptie aan de Universiteit Utrecht. De enquête bestaat uit 13 pagina's, met een totaal van 66 vragen. Het invullen van de enquête duurt ongeveer 10-15 minuten. Beantwoord alsjeblieft alle vragen eerlijk. Er zijn geen goede of foute antwoorden. Alle antwoorden zijn anoniem. Bedankt voor je tijd en medewerking!

Deel 1: Jij en je educatie (meerkeuzevragen) (items 1-6 gebaseerd op Mearns 2014 p. 365)

1. Leeftijd
2. Geslacht
3. Welke taal of talen spreek je thuis?
4. In welke klas zat je tijdens je eerste (1e) jaar in de middelbare school?
5. In welke klas zat je tijdens je tweede (2e) jaar in de middelbare school?
6. In welke klas zat je tijdens je derde (3e) jaar in de middelbare school?
7. Heb je een jaar op de middelbare school opnieuw moeten doen (doublant)?
8. Wanneer had jij je eerste Engelse les?
9. Heb je al een VMBO diploma behaald?

Deel 2: Hoe zou jij je niveau van je Engels beoordelen? (5-punt Likertschaal, onvoldoende - uitstekend)

10. Spreken; 11. Luisteren; 12. Lezen; 13. Schrijven

Deel 3: Beoordeel onderstaande vragen in een situatie op school. (5-punt Likertschaal, nooit-altijd) (gebaseerd op Mearns 2014 p. 368)

14. Ik spreek Engels.
15. Ik luister naar Engels.
16. Ik lees in het Engels.
17. Ik begrijp het Engels.

Deel 4: Beoordeel onderstaande vragen in een situatie buiten schooltijd. (5-punt Likertschaal, nooit-altijd) (gebaseerd op Mearns 2014 p. 368)

18. Ik luister naar Engelstalig muziek.
19. Ik kijk naar een Engelstalig serie/film (zonder ondertitelingen).
20. Ik oefen het Engels.
21. Ik lees in het Engels.

Deel 5: Hoe belangrijk vind je de volgende vragen? (5-punt Likertschaal, niet belangrijk-zeer belangrijk) (gebaseerd op Mearns 2014 p. 367)

22. De Engelse grammatica leren.
23. De Engelse taal spreken.
24. De Engelse taal begrijpen.
25. Met iemand die Engels als moedertaal heeft in het Engels samen spreken.

- 26. Met iemand die een andere moedertaal heeft dan ik in het Engels samen spreken.
- 27. Met een Nederlander in het Engels spreken.

Deel 6: Wat vind je ervan als je alleen Engels tijdens de les spreekt? (5-punt Likertschaal, sterk mee oneens-sterk mee eens) (gebaseerd op Mearns 2014 p. 366; 371)

- 28. Leerzaam 29. Moeilijk 30. Interessant 31. Makkelijk 33. Spannend 34. Saai 35. Eng
- 36. Uitdagend 37. Verwarrend 38. Nuttig

Deel 7: Als ik een fout in het Engels tijdens de les maak, vind ik... (5-punt Likertschaal, sterk mee oneens-sterk mee eens) (gebaseerd op Mearns 2014 p. 368)

- 39. het beschamend.
- 40. het grappig.
- 41. het geen probleem.
- 42. dat ik het de volgende keer ga corrigeren.
- 43. Ik durf niet in het Engels te praten want ik ben bang dat ik een fout zal maken.

Deel 8: De docent(e) Engels (5-punt Likertschaal, 44, 47-48: nooit-altijd; 45-46: sterk mee oneens-sterk mee eens) (gebaseerd op Mearns 2014 p. 370)

- 44. Mijn docent varieert zijn/haar lessen.
- 45. Mijn docent lijkt te genieten van zijn/haar vak.
- 46. Mijn docent maakt het leren van Engels leuk.
- 47. Mijn docent geeft les volledig in het Engels.
- 48. Mijn docent geeft les volledig in het Nederlands.

Deel 9: Tijdens de Engelse les... (5-punt Likertschaal nooit-altijd) (gebaseerd op Mearns 2014 p. 370-371)

- 49. wij werken vaker met een lesboek.
- 50. wij gebruiken gevarieerde leermiddelen.
- 51. wij doen hetzelfde soort opdrachten elke les.
- 52. de docent is vaker aan het woord.
- 53. de leerlingen spreken Engels.
- 54. ik spreek Engels.
- 55. ik leer veel.
- 56. ik spreek meer Engels dan Nederlands.

Deel 10: Engels en jij (5-punt Likertschaal, 57: sterk mee oneens-sterk mee eens; 58-59: nooit-altijd; 60: meerkeuzevraag; 61: open vraag  $N=74$ ) (items 58-60 gebaseerd op Mearns 2014 p. 369)

- 57. Als Engels geen kernvak was, zou je het nooit leren.
- 58. Je gebruikt het Engels op sociale media (zoals Facebook, Twitter, Instagram, Snapchat, enz.)
- 59. Jij speelt Engelstalige games.
- 60. Waar denk je dat je het Engels het vaakst in de toekomst zou kunnen gebruiken?

(keuze uit: op vakantie, hogere onderwijs, op werk, in een Engelstalig land, in Nederland, op internet, anders) Leg uit.

61. Welke activiteiten/opdrachten zou je leuk vinden om tijdens de Engelse les te doen?

**NB:** All questions from Mearns (2014) which dealt with language use in classes other than English were omitted in the survey in Appendix A. Because the current study was focused on student proficiency and curriculum enhancement, and was not intended to replicate Mearns (2014), questions were rephrased or altered. Furthermore, the survey was created based on information by Stokking (2016, p. 89-91).

## **Appendix B: Focus Group Interview Question Guide**

These questions were the guiding questions for the focus group interviews. Interviews were loosely based on these questions, and additional prompts were given where the student gave indication that they wanted to say more on the topic.

1. Vind je iets anders belangrijk dan gewoon grammatica leren? Waarom?
2. Met wie zou jij in het Engels praten? Met een andere Nederlander, een buitenlander in Nederland, met iemand op vakantie, met een Engelstalige native speaker? Waarom?
3. Wat vind je ervan als je alleen Engels tijdens de les spreekt? Waarom?
4. Welke activiteiten/opdrachten zou je leuk vinden om tijdens de Engelse les te doen? Waarom?
5. Waarom vind je het leren van Engels op school belangrijk?
6. Waarom vind je het beheersen van Engels belangrijk?
7. Waar denk je dat je het Engels het vaakst in de toekomst zou kunnen gebruiken? Waarom denk je dat?
8. Wat zou jij ervan vinden als het middelbare onderwijs in Nederland volledig in het Engels wordt gegeven?
9. Heb je andere opmerkingen?
10. Bedankt!



## Appendix C: Collection Observation Data

### Appendix C1: Guideline for Observations

Observation Guide (source: <https://surfdrive.surf.nl/files/index.php/s/UVrKjTKg56JXI0X>)

## Classroom Observation Protocol

### Part 1: Background Information

OBSERVER(S):

OBSERVATION DATE: (DD/MM/YYYY) \_ \_ / \_ \_ / \_ \_

OBSERVATION START TIME:

LENGTH OF THE OBSERVATION (MINUTES):

OBSERVATION END TIME:

SCHOOL NAME:

DISTRICT / LOCAL AUTHORITY / REGION:

TEACHER NAME:

SUBJECT:

NUMBER OF STUDENTS:

NUMBER OF BOYS:

NUMBER OF GIRLS:

TOTAL:  
AVERAGE STUDENT AGE:

Teacher's stated goals for the lesson: (If possible, speak with the teacher before the observation begins and complete this section with the following information: What is the teacher planning to do? How does the lesson/activity fit in with the unit that the class has been doing before? Are there particular outcomes the teacher is hoping for?)

Physical Arrangement: (Draw or describe the physical arrangement of the classroom.)

Technology: (Describe the technology resources present in the classroom and include the number of each. Fixed technology resources, like desktop computers and projectors, can be included in the diagram of the classroom above.)

### Part 2: Observation Notes

In this section, please take detailed notes in real time as you observe classroom activities.

The following questions serve as guidelines for what you will document during the classroom observation. Your descriptions of all the classroom activities should include answers to questions 1-6. For each topic/question, please note what you observe in the left-hand column; you may use the right-hand column to note your hypotheses and conjectures about what you think.

#### Structure of the Lesson

Describe the structure of the lesson that you observe. What is happening in the classroom? What are the teacher and the students doing?

**What You See**

**What You Think**

**Part 2: Observation Notes—continued**

**Interactions Between the Teacher and Students**

How do the teachers and students interact? Try to capture examples of the type of questions teachers ask students and how students respond, as well as the questions students ask teachers and the teacher's responses.

In addition to questions, please also note the other ways in which the teacher and the students interact.

What You See	What You Think

**Interactions Among Students**

Do students have an opportunity to interact with one another? If so, how do they interact? Do they work on a task together? Do they provide feedback to one another?

What You See	What You Think

**Use of the Technology/Device**

Is the technology/device being used as part of the activity? If so, how and for what purpose? Are teachers or students experiencing difficulties in their use of the technology/device? Are they able to troubleshoot?

What You See	What You Think

**Use of Other Resources**

What other resources does the teacher use? (Note the materials that the teacher uses during the lesson (chart paper, blackboard, visual aids, computers, etc.). What, if any, other technologies are being used in the lesson?

What You See	What You Think

**Other Observations**

What else is characteristic of what the teacher does? What else do students do?

What You See	What You Think

**Part 3: Reflections on the Lesson**

Please reflect on the lesson and complete the following questions as soon as possible after the observation.

1. What is the teacher's overall approach to classroom instruction (facilitator, classroom manager in control, teacher as co-learner, etc.)?  

---
2. Did the students seem to be clear on the procedure of the activity or confused?  

---
3. What components of the lesson/activity did students seem enthusiastic about? Include specific examples of student comments and actions to illustrate.  

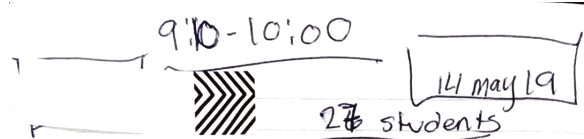
---
4. How did the students respond to the technology used? (Did they seem bored, interested and involved, etc.)?  

---
5. Was there something about the technology that seemed difficult for the teacher or students to do? Did any glitches with the technology impede the process of the lesson?  

---
6. What other reflections do you have about the lesson?  

---

Appendix C2: Examples of Observation Data Following the Above Mentioned Method

9:10-10:00  
  
 14 May 19  
 27 students

Objectives on PP - Lesson 1 P4  
 ↳ in Eng

- ✓ 1. you can share exp. from last week
- ✓ 2. you know what is expected from you
- ✓ 3. You can use vocab from the news in other contexts.

9:10 - Stand by door  
 Greet students  
 Chatter in NL

✓ 9:15 - Settle class w/ English & soft voice; instructions

Objectives on board; Program (same as PP)

~~Anna~~ - answers Q in English; struggles first and asks in Dutch to friend  
 Corrects self & uses complete sentences

Other student - same

✓ ~~Anna~~ corrects Dutch use for Eng.

→

- If teacher uses Eng. students - kind of - use Eng.  
 - If teacher uses Dutch, students use 0 Eng.

Students have to use complete sentences

✓ Write down neighbor's experiences abroad  
 ↳

Assignment is on PP + Objectives for assignment.

Pass out paper

✓ Explains activity, try to do it in Eng"

9:21

- Student asks Q, ~~Anna~~ writes answer on board

- Students speak w/ each other about experiences, but in NL

~~Anna~~ answers indiv. Q's → taal?  
 ↳ walks around; gives corrective feedback as he walks based on what he hears

✓ 9:23 - Reminds students they have 6 min of 10 remaining

- activity seems clear to students

⊗ - seems to be facilitator / co-learner

✓ 9:25 - "from now on, speak Eng to me & each other"

⊗ + got quieter

does not hand students to use Eng. →

### *Appendix C3: Suggestions for Feedback Session*

Based on the results, the following basic suggestions were brought to the teacher feedback session, which started on these topics but was not limited to them, as teachers came up with additional feedback points and suggestions during the discussion.

1. Obvious difference in significance for teacher use of English, according to students, during class, however:

A. Teacher A used on average approximately 70% of target language during class, compared with Teacher B who used 0% (observations).

B. Theory from Fasoglio/Tuin says it is common for students to use NL and though a teacher may use ENG, he reverts back to NL because the students use it;

Dörnyei says a teacher is a reflection of his students and if he uses ENG, so will the students; Dönszelmann et al. say though that the use of ENG in class is not enough for students to actually learn the language and thus need to use their own language as a building block (as showcased by teacher A's lessons of linking);

Still, Dörnyei says that if the purpose of learning a language is for vacation (ie, these students), then **the students tend not to be consciously motivated**. This suggests that the students' motivation existence is dependent on extrinsic factors (ie teacher, lesson material, etc.). Arguable instrumental motivation existence based on school presentations/grades, but that is more individual and outside the scope of research). There is also arguable existence of integrative motivation because students seem to find English important to communicate with people in different countries while on vacation, but also for a job (which is instrumental, though still extrinsic).

C. What is better? English only, Dutch only, or a little bit of both? It depends on the students' needs. These students could benefit from English-only, but they could learn more if the curriculum was more tailored to their needs, rather than mechanical drills, for example. The curriculum should therefore be revamped to make language learning fun for both teacher and student, and be rich enough to encourage independent use of English by students outside the classroom (for things like social media, gaming, and general needs of the student [in this case, communication (on vacation)]).

2. I think the current curriculum can be improved to benefit both teacher and student by:

A. Include exercises about real-life situations where students have to figure things out for themselves and use English. For example: write out a how-to story for a favorite recipe, sport move, game move, whatever. It is relevant to the student, they can learn from each other, and they use the target language (Brandl 2008).

B. Make speaking lessons fun and rich. Students can for example: be tasked with telling their partner about a topic on a card that they draw; this way, students can use free speech and make mistakes in a controlled area. It may be wise to build up to this spontaneity by first having students discuss topics they are comfortable with: favorite songs, TV shows, sports team, etc. This may in turn help keep the affective filter low (Figure 2). (Brandl 2008).

## Appendix D: Sample Lesson Plans for Improved Curriculum

### Lesson 1

Time	Subject	Activities of teacher	Activities of student	Organization of the lesson: --Group formation --Use of teaching materials --Special conditions
9:10-10:00	English: HAVO 4 2 <sup>nd</sup> Period (Mon.) 13 May 2019			
9:10	Beginning of lesson	-Welcome! -PowerPoint w/Today's Agenda  -Introduce students to gap-fill exercise	-Students listen; ask questions.	- <u>Individual</u> : Speaking/Listening - <u>Group</u> : Listening - <u>Materials</u> : PowerPoint; copies of gap-fill exercise
9:15	Vocabulary/ Decades History Reading Listening Writing	-Encourage students to listen first to the song and read along with the text; filling in is ok, but the song will be played again. -Distribute gap-fill text. -Play <i>19 Somethin'</i> by Mark Willis (3:17).	-Students listen to instructions; read text; listen to song.	- <u>Individual</u> : Listening; writing - <u>Group</u> : Listening - <u>Materials</u> : Spotify; copies of gap-fill text
9:25	Vocabulary/ Decades History Reading Listening Writing	-Display correct answers on PowerPoint -What do students know about the events described in the song? -Questions?	-Students check answers; reflect on meaning of lyrics; ask questions	- <u>Individual</u> : Listening; writing; reading - <u>Group</u> : Listening; discussion - <u>Materials</u> : Spotify; copies of gap-fill text; PowerPoint
9:35	Reading	-Explain that students will receive a blog post. They are to read it and create 3 Cito-style questions about it (multiple choice, fill-in, true or false). -Questions must be handed in and will be used to create a Kahoot or Socrates quiz for next class. -Pass out copy of story (previously selected by one student).	-Students read text; create 3 Cito-style questions based on text.	- <u>Individual</u> : Writing; reading - <u>Group</u> : Partners - <u>Materials</u> : PowerPoint; paper, pen or pencil; story
9:55	End of lesson	-Collect questions. -How was the lesson? What have you learned? -Recap of lesson.	-Students review lesson; -Feedback about lesson	- <u>Individual</u> : Speaking; Listening; writing - <u>Materials</u> : PowerPoint

**Begin situation of class:** Students need to practice reading comprehension. They need to be prepared and feel confident with their English at a B1/B2 level.

**Learning goals students (CEFR can-do):** 1. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans (B1). 2. Can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialization (B2). 3. I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints (B2).

**Teaching goals teacher:** 1. To put students at ease in an effort to establish a safe learning environment for active language production. 2. To offer students guidance in language learning and an opportunity to express their own needs and wants for English class (Thijs & van Akker 2009).

## Lesson 2

Time 9:10- 10:00	Subject English: HAVO 4 2 <sup>nd</sup> Period (Weds.) 15 May 2019	Activities of teacher	Activities of student	Organization of the lesson: --Group formation --Use of teaching materials --Special conditions
9:10	Beginning of lesson	-Welcome! -PowerPoint w/Today's Agenda  -Introduce students to How-to exercise	-Students listen; ask questions.	- <u>Individual</u> : Speaking/Listening - <u>Group</u> : Listening - <u>Materials</u> : PowerPoint
9:15	How-to  Listening Speaking	-Ask for a volunteer to explain how to tie his shoes to the class. (this emphasizes the importance of clarity with instructions; if no one volunteers, call on someone. If the environment is unsafe for some reason, the teacher explains how to tie shoes and asks for student feedback on the clarity of instructions while another volunteer follows the directions.)	-Students listen to instructions	- <u>Individual</u> : Listening; speaking - <u>Group</u> : Discussion; how-to activity - <u>Materials</u> : PowerPoint; shoe with laces
9:30	Listening Speaking Writing	-With a partner, students write down steps of how to tie a shoe (1 set of instructions per group).	-Students write down detailed steps of how to tie a shoe.	- <u>Individual</u> : Writing; listening; speaking - <u>Group</u> : Partners - <u>Materials</u> : PowerPoint; paper, pen or pencil
9:40	Speaking Listening Reading	-Students switch instruction papers with another set of students.  -One student reads the instructions while the other follows them to complete the task.	-Students follow directions written by classmates to complete task	- <u>Individual</u> : Reading; listening; speaking - <u>Group</u> : Partners - <u>Materials</u> : PowerPoint; paper, shoe with laces
9:55	End of lesson	-How was the lesson? What have you learned? -Recap of lesson.  -Homework: Write out your own How-to of your choice to be presented to the class next week.	-Students review lesson; -Feedback about lesson -Students write down homework assignment	- <u>Individual</u> : Speaking; Listening; writing - <u>Materials</u> : PowerPoint

**Begin situation of class:** Students have an upcoming speaking/conversation test. They need to be prepared and feel confident with their English at a B1/B2 level.

**Learning goals students (CEFR can-do):** 1. Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. (B1). 2. Can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialization (B2). 3. I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues (B2).

**Teaching goals teacher:** 1. To put students at ease in an effort to establish a safe learning environment for active language production. 2. To offer students guidance in language learning and an opportunity to express their own needs and wants for English class (Thijs & van Akker 2009).

### Lesson 3

Time 8:20-9:10	Subject English: HAVO 4 1 <sup>st</sup> Period (Fri.) 17 May 2019	Activities of teacher	Activities of student	Organization of the lesson: --Group formation --Use of teaching materials --Special conditions
8:25	Beginning of lesson	-Welcome! -PowerPoint w/Today's Agenda	-Students listen; ask questions.	- <u>Individual</u> : Speaking/Listening - <u>Group</u> : Listening - <u>Materials</u> : PowerPoint
8:30	Vocabulary / Collocations	-Go over exercise 5 (pg. 33) together.	-Students provide answers to exercise 5. -Students reflect on answers	- <u>Individual</u> : Vocab and collocation practice - <u>Group</u> : ----- - <u>Materials</u> : PowerPoint: offers visual/recap of assignment directions; textbook
8:35	Grammar	-Exercises 2-6, pg 34-35.	-Students work with a partner to complete exercises on pages 34-35.	- <u>Individual</u> : Vocab and collocation practice - <u>Group</u> : ----- - <u>Materials</u> : PowerPoint: offers visual/recap of assignment directions; textbook
9:05	End of lesson	-How was the lesson? What have you learned? -Recap of lesson.	-Students review lesson; -Feedback about lesson	- <u>Individual</u> : speaking/listening - <u>Materials</u> : PowerPoint

**Begin situation of class:** Students need to practice vocabulary and grammar in preparation for upcoming writing test. They need to be prepared and feel confident with their English at a B1/B2 level.

**Learning goals students (CEFR can-do):** 1. Can write clear, detailed text on a wide range of subjects related to my interests (B2). 2. Can write an essay or report, passing on information or giving reasons in support of or against a particular point of view (B2). 3. Can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions (B1).

**Teaching goals teacher:** 1. To put students at ease in an effort to establish a safe learning environment for active language production. 2. To offer students guidance in language learning and English writing (Thijs & van Akker 2009).