Master Thesis

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An MBO Extracurricular Reading Curriculum to Bridge the MBO-HBO Gap

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Abstract

A substantial amount (29,8%) of Dutch vocational secondary education (MBO) graduates continue their education at the *University of Applied Sciences* (HBO). For some MBO graduates, this transition can be problematic as their English as Second Language (ESL) proficiencies do not meet the expectations of HBO institutions. Providing MBO students, who aspire to pursue a HBO education, with an extracurricular ESL reading curriculum, may help them bridge the gap from MBO to HBO. Such a curriculum would contain CEFR B2 reading strategies and an introduction to authentic vocational texts students that HBO students are expected to read.

The reading strategies implemented in the proposed MBO extracurricular ESL curriculum are derived from the "Cognitive Academic Language Learning Approach" (CALLA). To analyze MBO-graduate's attitudes toward ESL proficiencies, a questionnaire was conducted among 45 participants, 22 MBO students/graduates, 14 MBO teachers, and 9 HBO teachers. Results show that MBO and HBO teachers believe that MBO students' ESL reading proficiency does not meet HBO expectations. This contradicts findings indicating that MBO students/graduates believe their ESL reading is sufficient or good. A Majority of these graduates would not have participated in an MBO ESL extracurricular reading activity.

Keywords: ESL, improving reading comprehension, Secondary Vocational Education (MBO), University of Applied Sciences (HBO), CALLA, MBO extracurricular reading course

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1. Introduction

The 21st century has seen a shift in the labour market expectations. Employees are expected to be adaptable, demonstrate complex communication skills, and solve non-routine problems (Hilton, 2010). Reading comprehension (Schneider & Foot, 2013) is an essential communication skill enabling people to make sense of the spectrum of texts needed to function in our 21st-century labour market.

According to Curriculum.nu (2016), educational institutions have to prepare students for 21st-century society. For this reason, the Dutch government has prepared advice for Dutch primary and secondary education. Within this advice, a note has been extended to secondary vocational (MBO) and tertiary education to undertake action to adapt their education curriculums accordingly (Curriculum.nu, 2016). On that note, Schneider and Foot (2013) argue that especially secondary vocational education can benefit from paying more attention to reading comprehension, as vocational students generally have a more 'hands-on learning' style (De Bruijn, 2017), and were previously taught 'job-specific literacy skills' (Gordon, 1999; Driessen, 2012). In Dutch vocational education, the introduction of the English Common European Framework of Reference (CEFR) in 2012/2013 (Taalenrekenenmbo, 2012; Driessen, 2012) ensured that vocational students were taught English according to general language descriptors. These descriptors range from daily life, job-related, and academic activities respectively linked to beginners, intermediate, and advanced level English as Second Language (ESL) users. Therefore vocational students, since the introduction of CEFR, should have a better understanding of general English. Yet, compared to their HAVO (higher general secondary education) peers, there is a discrepancy in their final examination results (examenbladmbo, 2021; examenbundel.nl, 2021).

Both HAVO and MBO-4 (highest attainable secondary vocational degree) degrees are pre-requisitive as an entry-level for the HBO (University of Applied Sciences). In this paper

MBO-4 students will be referred to as MBO students or graduates. Yet, research has indicated that 40% of the MBO graduates (www.onderwijsincijfers.nl, 2021) who continue their education at HBO (University of Applied Science) have more difficulty with English and Dutch than their HAVO colleagues (Beeker, 2012; Yapp et al., 2021). Both languages are compulsory for HAVO and MBO. Entailing that 30% of the first-year HBO students are MBO graduates (onderwijsincijfers, 2021), we can hypothesize that 12% of the HBO students may have trouble with English. Research indicates that there is high attrition of MBO graduates at HBO level (Yapp et al., 2021). Dutch government statistics (onderwijsincijfers, 2021) report that in 2015, 50% of the MBO graduates attending HBO graduated within six years.

Seeing such a large group of MBO students continue their education, and who may experience difficulty with languages at a HBO level, we could hypothesize extra language attention is needed at MBO level. This would be following the findings presented by Schneider and Foot (2013). In this paper, the difficulty MBO graduates may experience at HBO, as MBO education does not always meet HBO expectations, is referred to as the MBO-HBO gap. Extra attention to help bridge the gap between MBO and HBO is needed in different subject areas. However, this study attempts to focus on MBO ESL reading and proposes an extracurricular curriculum to help bridge a part of the MBO-HBO gap.

To research, primarily, the attitude MBO students, MBO teachers, and HBO teachers have toward MBO ESL proficiencies a questionnaire was distributed among 45 participants Secondarily, the questionnaire aimed to research how MBO graduates and HBO teachers believe the transition from MBO to HBO, with regards to ESL proficiencies, went or are expected to go. Findings from this questionnaire together with theoretical research may validate the need for an extra-curricular course at MBO-4 level.

To summarize, Dutch educational curriculums are changing to accommodate the need for 21st-century skills. However, while MBO students receive more general-based ESL since

the integration of CEFR descriptors in 2012, they experience more language difficulty than their HAVO peers at HBO. Studies have indicated that attention needs to be paid to reading comprehension at the tertiary education level (Yapp, De Graaff & Van den Bergh; 2021; Driessen, 2012; Schneider & Foot, 2013). To cater for this need, this study aims at providing an intended extracurricular ESL reading curriculum at a meso-level to assist in bridging the MBO-HBO gap.

2. Practical relevance

Within Dutch secondary education (VMBO, HAVO & VWO), and secondary vocational education (MBO), English, Dutch, and Mathematics are mandatory subjects. Each education level has its own English language exam programme, and these may differ (examenblad.nl, 2021;examenbladmbo, 2021). One such difference is the compulsory nature of ESL literature which is integrated into HAVO and VWO exam programs (examenblad.nl). Yet, literature is not mentioned in either VMBO (examenblad.nl) or MBO (examenbladmbo.nl) exam programs.

Unlike VWO and HAVO, both VMBO and MBO exam programs focus on implementing English on a vocational level. Yet all secondary education levels use CEFR to organize language levels. The final ESL level for the previously mentioned education institutions in accordance with CEFR are VMBO A2, MBO-4 A2/B1 (Driessen, 2012; s-bb,2021), HAVO B2, and VWO C1. Hence, there is a visible difference in the CEFR levels students from different educational institutions are expected to maintain. In addition to the different CEFR levels, the focus of the lesson material offered to students at different educational levels varies.

Therefore, HBO institutions accommodate on the one hand MBO graduates with an A2/B1 English level focusing on vocational language learning. While on the other hand, HAVO graduates with a B2 English level have been offered extensive reading texts and

literature focusing on the all-round student development (Yapp, de Graaff, & van den Bergh, 2021). Therefore, MBO and HAVO graduates who continue their education at an HBO will have a different ESL background in reading extensive texts and literature.

The various Dutch education levels referred to above and the distribution of students within these levels are depicted in figure 1. In the Netherlands primary school is compulsory for all children, the amount of children is denoted as 100 in figure 1. Upon completing primary school, fifty per cent of the 100 primary school students attend VMBO. Of these 50 VMBO students, 42 continue studying at an MBO institution. Therefore, it is safe to assume that roughly 42 per cent of the Dutch student population, who attend MBO, are not taught English literature at school.

Figure 1: *Educational levels in the Netherlands*
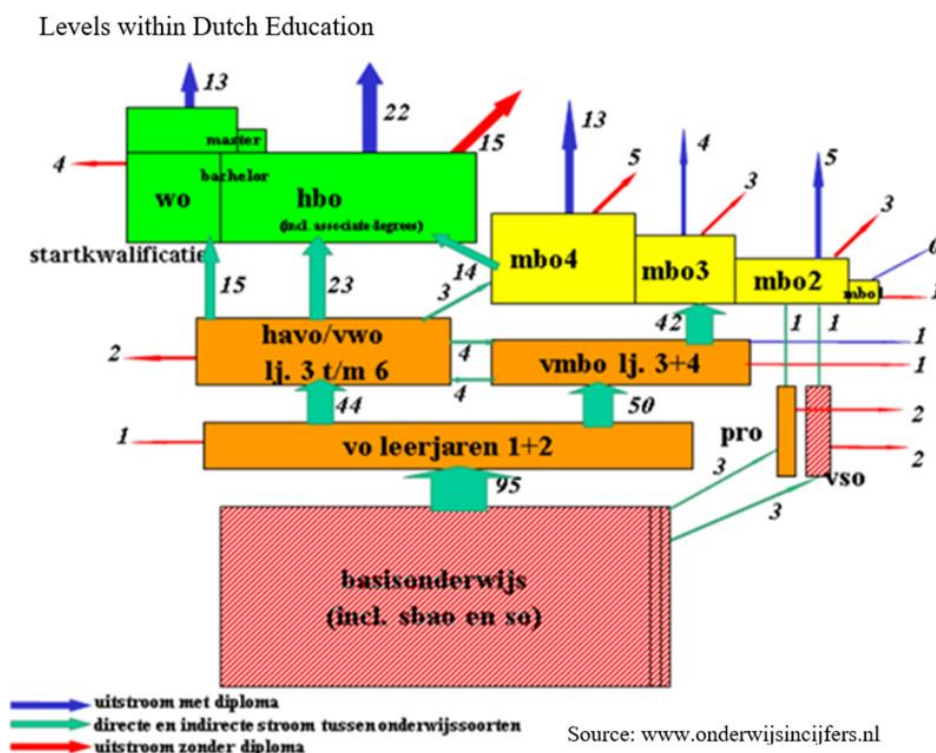
Further, figure 1 shows the routes students in the Netherlands must follow when they move up from one education level to the next for example, an MBO level 2 or 3 students may go on to attend an MBO level 4. In return, an MBO level 4 graduate, like a HAVO graduate,

may enrol for a HBO study. The different routes students may take to get to higher education go hand in hand with the different curriculums they have been offered. This paper will focus on MBO level 4 students with disregard for their previous education to create one measure.

One of the main problems for MBO students who take the HBO English entrance test is that their English reading and writing skills do not match HBO expectations (Driessen, 2012, p. 31). This contradicts their MBO diploma which prepares them at the pre- HBO level. Moreover, Driessen (2012) indicates that HAVO English levels do match HBO expectations, entailing a discrepancy between MBO and HBO English levels (Driessen, 2012).

Due to this discrepancy, the goal of this paper is to provide MBO 4 students with an extracurricular course that may provide them with an opportunity to improve their ESL reading skills for a future HBO education. The focus is on integrating reading, more specifically extensive reading and reading strategies (Yapp, de Graaff, & van den Bergh, 2021; Grabe, 2004). The advantage of focusing on increasing students reading proficiency is that their writing skills tend to improve as their reading proficiency increases (Krashen, 2004; Renandya, 2015; Eckhoff, 1983). Yet if an MBO ESL reading intervention is implemented, it can be assumed that knowing the required HBO English level would be quite useful when considering the goals of the intervention. However, while researching English requirements for HBO no standard CEFR was found, which is in line with Beeker's findings. Beeker (2012) interviewed HBO teachers from three different HBO institutions. One of the outcomes from her interview was that HBO teachers would prefer HBO ESL CEFR levels admission requirements. Transparency concerning HBO ESL expectations would be beneficial for this research.

As an MBO English teacher with 23 years of teaching experience, I have noticed that the gap between MBO and HAVO ESL is evident. In previous years, extra ESL lessons have occasionally been provided for students who wish to attend HBO Hotel Management or

Tourism. By offering extra lessons, students were given the possibility to obtain B2 level listening, and reading, while a B1 level is required for their MBO diploma (Driessen, 2012; s-bb, 2021; SLO, 2020). However, these extra lessons were improvised as no curriculum was available resulting in an unsustainable learning activity. Evidently, by applying for an accredited MBO ESL extracurricular reading curriculum, a sustainable learning activity for students and teachers can be realised.

Another aspect that needs to be considered, according to Stabback (2015), when writing an MBO curriculum, is that within vocational education the level of teachers' education differs. Therefore, it is important that a curriculum is transparent, and can be both read, and applied by all parties involved. By creating a transparent curriculum, ESL teachers and their interns will be able to implement this curriculum within different vocational educations.

3. Theoretical Framework

The theoretical framework in this paper contains three aspects: (1) establishing an ESL gap between MBO and HBO in the Dutch educational system, (2) that an extracurricular MBO ESL course may help bridge that gap, and (3) designing a curriculum that would fulfil the criteria of an extracurricular MBO ESL course.

3.1 MBO and HBO gap

In this section, four points are discussed which contribute to establishing that there is an MBO-HBO Gap. Firstly, Driessen (2012) researched why HBO institutions' expectations of MBO students are not met. Driessen found that both institutions focus on different English proficiencies. MBO institutions focus on English-spoken proficiencies while HBO institutions focus on writing and correct grammar. In short, Driessen (2012) concludes that both MBO and HBO have a role to play when it comes to bridging the gap between them.

Secondly, a recent study by Yapp et al. (2021) shows the outcome of implementing

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ESL reading strategies intervention on 801 HBO first-year students. The results show that a student's previous education level, to some extent, influenced the outcome of the tests which were part of the intervention. Students with a HAVO background seemed to benefit more from the reading intervention than students with an MBO background. An explanation provided is that HAVO students generally profit more from the intervention as their reading skills and general background were more developed than those of their MBO peers.

Another point establishing that there is an MBO-HBO gap is the final reading levels of HAVO and MBO graduates. HAVO final English reading level is B2, of which 34% of the students achieved a C1 level for reading and 31% attained a C1 level for listening (Verheyen, 2015). Whereas an MBO graduate achieves a B1 reading level (SLO, 2020; Driessen, 2012). Therefore, the different English reading levels between MBO and HAVO first-year students in Yapp's research most certainly varied given that their previous education strove for different reading levels. A certain irony is that English has a special position within MBO as the generic requirements have been determined to benefit a student's transfer to HBO (SLO, 2020). To conclude, the difference between MBO and HAVO reading levels is apparent.

Supplementary to the above three findings, Krashen (2004) found that the level of required literacy, background reading, and writing is increasing for most vocational professions. For example, a car mechanic needs to read significantly more vocational information than seventeen years ago due to more use of computer manuals, technical forms, and legal documents within the automobile branch. Though Krashen's statement is futile to the debate concerning the bridge between MBO and HBO, it does validate that vocational education needs to focus more on reading and writing skills.

3.2 Extracurricular course

One of Driessen's (2012) recommendations for MBO is to develop an extracurricular course to help MBO students develop skills that may help with the transition to HBO. The Dutch collaborative organization for vocational education and the business sector (SBB), is responsible for executing tasks given by the Ministry of Education and developing MBO educational qualification structures. The SBB offers extra MBO Physics and Technical Mathematics curriculums to prepare students for HBO (s-bb.nl, 2021), but not an extracurricular MBO ESL course. Yet, such a curriculum may help bridge the MBO-HBO gap when it comes to the required HBO English level (Driessen, 2012).

When it comes to designing an MBO ESL curriculum, various aspects need to be considered, such as target group, level of L1 and L2, interests, teachers' teaching experience, and teaching level (Grabe, 2004; Stabback, 2016; Renandya W., 2015). Additionally, to create a "powerful learning environment", an MBO curriculum should be organised according to three components i.e.," firstly, formation of the vocational identity: secondly, authenticity, and thirdly thematic and subject-orientated contents" (De Bruijn, 2017, p. 166). By integrating these three components MBO education connects the vocational workplace and school learning environment.

3.3 Didactical and pedagogical approach CALLA

The actual curriculum design will need to take into consideration that didactical and pedagogical approaches to teaching reading skills are complex issues (Grabe, 2004). The didactical approach, and to a certain extent pedagogical, used for the intended curriculum in this paper is the "Cognitive Academic Language Learning Approach" abbreviated as CALLA, designed by Chamot and O'Malley (1996). The CALLA model is "based on a cognitive learning theory, integrating content-area instruction with language development activities and explicit instruction in learning strategies". In the CALLA model students are regarded as

active participants of their own learning path.

O'Malley & Chamot's (1990) research looked at what makes a "good language learner" and found that good L2 learners apply strategies. These strategies were described, classified, studied, filtered, and finally implemented into what has come to be known as a CALLA format (Appendix C). The integrated L2 learning strategies in CALLA are based on the "cognitive information processing view of human thought and action". This aligns with Grabe's (2004) findings, that it is better to "promote the strategic reader rather than teach individual strategies". CALLA promotes the "strategic reader" as it integrates three generic strategies namely, Metacognitive strategies, Cognitive strategies, and Social/Affective strategies (O'Malley & Chamot, 1990). These three strategies stimulate students to apply "prior knowledge to new problems, the search for meaning in new information, higher-level thinking, and the developing ability to regulate one's own learning" (Chamot & O'Malley, 1996, p. 260). Various research (Karbalaei, 2011; Albashtawi, 2019; Allen, 2003; Nejad & Mahmoodi-Shahrebabaki, 2015) has indicated that the CALLA model's three generic strategies have proven to yield positive results during reading interventions.

3.4 Curriculum contents

Having defined the learning approach, the next question is which reading material and resources would constitute a suitable collection of lesson material? The first lesson material to be discussed is literature. The question here is if there is merit in implementing literature in the MBO curriculum? Discussions on literature seem confined to HAVO and VWO curriculums as seen in Dutch educational magazines such as "Levende Talen". Nor is literature part of either MBO or VMBO final exams (examenbladmbo, 2021; examenblad.nl, 2021). Yet an MBO diploma, like the HAVO diploma, grants students entrance to HBO. Therefore, the HBO student population constitutes, overall, out of HAVO graduates who have received literature education at school and MBO graduates who have not.

Therefore, there is a division in the HBO student population amongst students who have or have not benefited from reading literature. These benefits are an increase in literacy level, academic skills, empathy empowerment, oral proficiencies, writing skills, and general language knowledge (Krashen, 2004; Mol, 2011; Kramsch, 1996; Renandya, 2007; MacArthur, 2006). Providing MBO students with the chance to gain the same literature reading benefits as their HAVO counterparts could be an asset to an MBO ESL extracurricular curriculum.

The best way to offer literature, as stated by Krashen (2004), is via Free Voluntary Reading (FVR). However, to motivate students to participate in FVR a chance to read needs to be offered. This may be a vital role for MBO teachers to fulfil, given that reading is not always stimulated at home. To introduce literature at MBO, thought will have to be given to when there is time to read and where.

The second source of lesson materials is extensive reading texts as this is not prominent in the regular MBO ESL curriculum. To engage in extensive reading a learner would read texts for both pleasure and general reading skills (Council, 2021). By reading large quantities of texts the student is automatically exposed to a large amount of language. Extensive reading has proven to have a positive effect on reading comprehension and increases vocabulary, therefore, contributing to an effective curriculum (Grabe, 2004). Further, offering "in-school extensive reading works very well for older students studying English as a foreign language" (Krashen, 2004).

A third and final discussion point is what kind of lesson material is suitable for an MBO ESL extensive reading course. Lemmens (2019) writes that lesson material should be authentic, relevant, and plausible. By presenting authentic, relevant, plausible reading material, and activities from a technical-professional perspective the student is more involved in what they read. Hopefully, this stimulates their intrinsic motivation (Van den Akker,

Fasoglio, & Mulder, 2010, p. 6). To ensure that plausible reading material is selected the teacher will need to ask students four questions; (1) What is your reading level? (2) What are your interests? (3) What do you need to be able to read texts? and (4) What is your background knowledge when it comes to reading? (Arias, 2007). The third point can range from offering dictionaries to printed double-spaced texts. To ensure that these four factors are met the teacher will need to validate his findings by asking students for feedback. Once a teacher has all the necessary validated information, he can start selecting authentic, relevant, and plausible reading material.

Naturally, research is necessary to consider the trade-off between the existing MBO ESL curriculum and an extracurricular curriculum that will be designed for this paper. Each MBO institution has its ESL curriculum, and their ESL teachers may have both a different teaching and educational background (Stabback, 2016). However, FVR and extensive reading should have a prominent role in an MBO extracurricular curriculum if it aims at bridging the gap with HBO.

3.5. Curriculum design

When it comes to designing an extracurricular course to help bridge the MBO-HBO gap, the curriculum-building framework as described by Thijs & Van den Akker (2009) and Stabback (2016) will be used in this paper. The role of a curriculum is to "ensure quality learning, support education, and voice the competencies relevant for lifelong learning and a holistic development". Stabback (2016, p.4&11) refers to Tylers' (2013, p.1) four fundamental questions, which need to be discussed when designing a curriculum, as to monitor its quality. These four questions are.

(1) What educational purposes should the school seek to attain?

(2) Which provided educational experiences are likely to attain these purposes?

(3) How can these educational experiences be organized effectively?

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(4) How can it be determined if these purposes have been attained?

Stabback (2016, p.11) elaborates on these four fundamental questions by addressing questions such as; (1) is the curriculum "relevant to students' current and future lives, experiences, environments, and aspirations?", (2) are past cultural-historical and traditions respected while it creates a "socially and economically prosperous future", (3) does the curriculum cater to students' different learner needs and is it "learner-centred and learner-friendly", and (4) "is the curriculum open and flexible", allowing it to integrate new content when relevant.

When designing the curriculum Stabback (2016) and Thijs & Van den Akker (2009) provide a clear curriculum-building framework. In this paper, the curriculum building framework, referred to as the curriculum spider web, from Thijs and Van der Akker (2009) will be used. "The curricular spider web presents aspects of education and their relations" (Thijs & Van der Akker, 2009, p. 1).

Figure 2

Curricular spider web
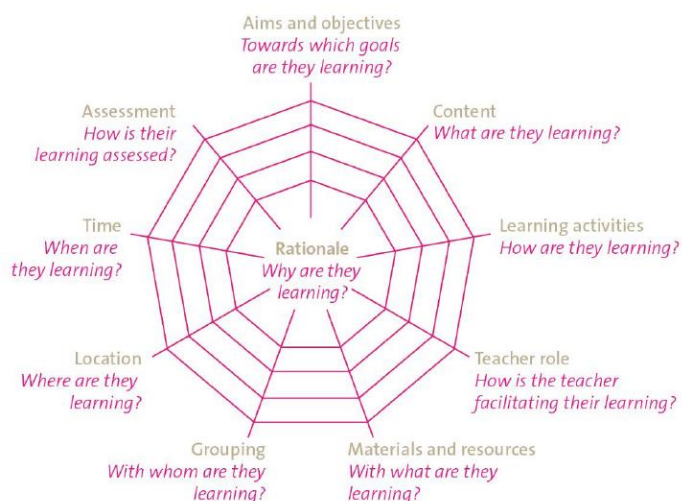
Source: (Van der Laan, 2018, p. 1)

The core of the spider web, known as the rationale, customarily contains the aim and content of what students are learning. Surrounding the central rationale, the other nine curriculum components are placed which are ideally interconnected by the threads of the spider web (see figure 2). The interconnectivity of all the curriculum components quintessentially provides a consistent and coherent curriculum.

The spider web framework takes the following teaching levels into account; Supra, Macro, Meso, Micro, and Nano. On a Supra level, the European framework needs to be considered, while on the other side of the spectrum, the Nano level of the MBO student needs to be considered (e.g., different learning styles, learning difficulties). In this paper, the focus is on the Meso level, which refers to a school's educational level for example the school's curriculum. Furthermore, the curriculum spider web (Thijs, 2009) assists in creating a solid learning plan, which could aid the implementation of literature in an extracurricular MBO course.

4. Present Study

4.1 Research Questions

The literature review indicates that MBO graduates attending a HBO have trouble with English reading comprehension (Yapp et al., 2021). Yapp's research integrated a reading intervention using academic reading material; for some MBO graduates, this was the first time that they had been confronted with more complex texts. Academic reading texts are classified at a C1 CEFR level (Council of Europe, 2020) while MBO students have been schooled at a B1 reading level (s-bb, 2021). The outcome of the intervention showed that both MBO and HAVO students reading performance benefited, regardless of whether a student had a B1 or C1 reading level (Yapp et al., 2021).

Moreover, Yapp's research shows that HAVO or VWO graduates reading performance had a higher success rate than their MBO-4 peers. The reason for this difference is attributed

to the fact that HAVO and VWO students have had more ESL reading experience and possess more general background information. Background knowledge is a huge asset when tackling higher education reading texts (Beeker, 2012; Lemmens, 2019). Therefore, students with more extensive reading experience and background knowledge will benefit more from a HBO reading intervention. This thread of reasoning is essential for the main research question: *How can MBO students benefit from reading interventions during their vocational education in preparation for a HBO study?*

The sub-questions to this main research question are:

SQ 1: *How do MBO-4 graduates, MBO teachers, and HBO teachers view MBO graduates' ESL reading proficiency levels with respect to HAVO graduates?*

SQ 2: *How do MBO graduates believe that MBO English as a second language has prepared them for an HBO education?*

SQ3: *What constitutes an effective MBO ESL extracurricular curriculum?*

4.2 Educational context

The present study looks at three Dutch educational institutions namely, MBO, HAVO and HBO. The focus is on MBO level 4, and not the lower levels, as this level is seen as a preliminary HBO education. Students graduating from MBO levels 2, and 3 can further their education at MBO-4 level and this way continue to HBO if desired.

In the Netherlands, there are 42 Regional Education Centres (ROC), 10 Agrarian Education Centres (AOC), 11 job-specific vocational schools, and various private secondary vocational schools. The expected number of students that will start an MBO-4 education in 2021/2022 was 298.600 of which approximately 30%, after graduation, will further their studies at HBO (onderwijsincijfers.nl, 2021). This is roughly 89.580 MBO-4 students who will enter a HBO education in three- or four years. This group could benefit from extra MBO ESL reading intervention to increase their chance of succeeding at HBO.

4.3 Hypotheses

H1:   *HBO teachers regard HAVO graduates as having better ESL proficiencies than MBO graduates.*

HBO institutions expect their students to be more self-sufficient, read more literature, and do this at a faster rate than expected at an MBO level (studiekeuzemaken.nl, 2021). Dutch research has indicated that MBO graduates generally have a lower level of reading proficiency than HAVO graduates (Yapp et al., 2021). Moreover, final English reading exam results show that MBO students qualify with a B1 for reading and listening (s-bb, 2021; Driessen, 2012) result while HAVO students graduate with a B2 level (examenblad.nl, 2021).

H2:   *MBO ESL curriculum does not prepare MBO students' English reading proficiency sufficiently for a HBO education.*

MBO education curriculums embed occupational knowledge preparing students for their future professions (De Bruijn, 2017). As MBO students have a "hands-on mentality" (DeBruijn 2017; Hilton, 2010) educational material within vocational education supports this way of learning. Yet with the transition to HBO, MBO graduates are expected to read more theoretical texts and deduct what they need from these texts (studiekeuzemaken.nl, 2021; Yapp, de Graaff, & van den Bergh, 2021). Though literature indicates that MBO graduates are generally poor readers compared to their HAVO peers, the question is are MBO graduates aware of this?

H3:   *MBO students, who intend to further their education at a HBO institution, are not prepared to attend an extra ESL course. The ESL course aims to assist in a smoother academic transfer from MBO to HBO.*

From personal teaching experience, 22 years, findings have indicated that MBO students will attend extra English tutoring when they need to attain a higher level of English to attend an HBO. This may be attributed to the general MBO "hands-on mentality" (De Bruijn, 2017; Hilton 2010)

H4: *An MBO extracurricular ESL course needs to cater for the individual teaching preferences and styles of MBO ESL teachers.*

Research suggests that different successful didactical methods can be used to teach extra reading lessons (Stabback, 2016; Yapp et al., 2021; Hilton, 2010; Grabe, 2004). Which methods teachers would prefer may be individual as teacher degrees and personal preferences may differ (Stabback, 2016; Kwakernaak, 2015 pg.108). Therefore, a curriculum needs to cater for different personalities and should be transparent. Given the MBO students' "hands-on mentality" (DeBruijn 2017; Hilton, 2010) authentic texts should be used which are relevant to their profession or their living environment (De Bruijn, 2017).

5. Methodology

The "worldview" (Creswell, 2016), of this research, has a pragmatic nature given that it employs 'both quantitative and qualitative sources of data collection. The objective of this study is to provide MBO institutions with an ESL extracurricular reading curriculum. To justify the need for such a curriculum the opinions, regarding the level of MBO ESL, of four different groups were researched namely, MBO graduates, HBO students, MBO teachers, and HBO teachers. Furthermore, the outcome of the questionnaire aims to research the attitude all four groups have towards MBO ESL. The attitude a group may have to an extracurricular MBO ESL course will determine how it is presented to this group. For example; if MBO graduates believe that their ESL proficiencies are insufficient for a HBO course they are more likely to enrol on an extracurricular ESL activity. Primarily, the questionnaire used in this

study aimed to collect quantitative data on attitudes to MBO ESL language proficiencies in classroom settings. Quantitative data was collected using both short statements and statements needing a rating. Short statements required participants to indicate which option applied to them. Whereas rating statements are either rated from 1 (high priority) to 5 (no priority) or as insufficient, sufficient, or good.

Secondarily, the questionnaire integrated open questions to collect qualitative data. The qualitative research process intends to "focus on the learning the meaning that the participants hold on the problem or issue, not the meaning that the researchers bring to the research..." (Creswell, 2016, p. 44). Due to the covid-19 restriction implemented at the time of this study both qualitative and quantitative research was conducted online via Office Forms questionnaire. Therefore, the qualitative research did not occur in a natural setting during which the researcher and participant were in face-to-face interaction as recommended by Creswell (2016, p.164).

5.1 Participants

This study used three questionnaires for four target groups. In total 45 teachers and students participated of which, nine (20%) HBO teachers, 14 (31%) MBO teachers, eleven (24,4%) HBO students (all MBO graduates), and eleven (24,4%) MBO graduates or undergraduates who have chosen not to further their education. The questionnaires were sent to teachers and students of the Hogeschool van Utrecht, Hogeschool Saxion Enschede, Hogeschool Leiden, ROC Midden Nederland and ROC van Amsterdam. The questionnaires were sent out on the 25th of April 2021 during the Covid-19 lockdown. It was challenging to reach both students and teachers during this time. Further, research has also found that during the lockdown students were less motivated and teachers experienced a more than usual heavy workload (onderwijsinspectie, 2022). Both previously mentioned factors may have contributed

to a smaller group of participants than initially and preferably intended. All participants live in the Netherlands and either study, have studied or teach at the previously mentioned Dutch educational intuitions.

Students and teachers were not selected according to the education they follow, subjects they teach or previous education as this is irrelevant to this study. Yet, stating their previous education was a required question in the questionnaire for statistical purposes. Of the 22 MBO graduates or undergraduates, eight came from a vocational Tourism College in Utrecht.

The questionnaire was distributed online for two reasons. Firstly, online meant that it was easier to reach participants in different Dutch cities. Secondly, Covid-19 measurements meant that it was impossible to distribute the questionnaire in a classroom setting.

The questionnaire was made using "Office Forms" and distributed online via email, WhatsApp, or Telegram. All students received a link via WhatsApp or Telegram. Thirteen of the 14 MBO teachers received a link via WhatsApp and one via email. All MBO teachers were approached individually and were personally asked to fill in the questionnaire. Some MBO teachers were inquisitive and asked for more background information. Eight of the HBO teachers were approached via email, and one was approached via telephone and was asked additional questions about HBO nursing in Enschede where she teaches (Savans, 2021).

5.2 Questionnaire material

5.2.1 Pilot questionnaire

To ensure the questionnaire's question pathway and Dutch language were clear and well-formulated a prototype questionnaire was distributed among five volunteers. Namely, one HBO student, two MBO graduates, one MBO teacher and one HBO teacher. Feedback provided from the HBO student indicated that the pathway of questions, based on logic 'if yes'

continue to the next series of questions, 'if no' skip the next series of questions, did not function accordingly. Feedback from the other four pilot participants provided Dutch language improvement tips. All feedback was integrated into the revised questionnaire before it was distributed.

5.2.2 General background information

Questions and relevant general information were written in Dutch, these differed for students and teachers. If participants did not agree to the informed consent the questionnaire was automatically terminated. The informed consent read as the following: 'Used and saved data will not contain my name or any other information that may refer back to me. I agree that any collected data during this questionnaire may be used in a publication'. The students' and teachers' questionnaires were divided into sections, these sections differed except for the first section. The questionnaire's first section was used to convene educational background information to rule out participants not representative of the target group. The different sections for students and teachers are discussed separately below and in that order.

5.2.3 Students' questionnaire

Upon opening the questionnaire students were given a brief description of the aim of this study. The background information informed them that the results of this questionnaire would be used to determine if there is a demand for a voluntary extracurricular MBO ESL. The students' questionnaire created in "Office Forms" consisted of three different parts. Section one contained the informed consent. Section two general information concerning the student and his or her opinion regarding MBO level of English. The third section was only made available for MBO graduates who have continued their studies at a HBO.

5.2.3.1 Sections within students' questionnaire

Section one was solely to inform students about the aim of this study and to present the informed consent. The purpose of section two was to differentiate between three different student groups: (1) those who have not obtained their MBO diploma, (2) students who have obtained their diploma yet have chosen to either work or gain other life experiences and (3) those who have obtained an MBO diploma and continued their education at a HBO level. Furthermore, the outcome of the background questions (see Appendix A.1) determined the next sequence of questions the MBO student/graduate would be offered.

During the final and third part, participants were asked to analyse their ESL language proficiency. Language level proficiencies were not rated according to the Common European Framework of Reference (CEFR, Council of Europe, 2021). The reason being, if students were asked to state their CEFR language level the question would be testing if the student knew their level. While the goal of the question was to investigate if students feel confident about their language level. Students were asked to rate their language level at either an insufficient, sufficient, or good level for the language proficiencies, reading, writing, listening, speaking, and spoken interaction was used.

5.2.3.2 Instrument design undergraduate MBO students

Question 5 (*Would you like to go to HBO once you have obtained your MBO diploma?*) gave students three options namely: *Yes, No or I am not sure.* Students who answered yes went on to question 7 and students who filled in the other two options were directed to question 6 (*I most probably do not want to continue studying because…*). For participants who were directed to question 6, this was the end of the questionnaire.

Students who had responded to question 5 with a yes were asked question 7 (*How do you think the transition from MBO to HBO will be for you?*). Students could choose from four

different options ranging from easy to difficult. Question 8 asked students to fill in if they believed they had an insufficient, sufficient, or a good level of English for all five languages proficiencies as required at a HBO level. Question 9 was designed to analyse MBO students' attitudes toward a HAVO diploma. The underlying motive was to find out if MBO students viewed a HAVO diploma as superior to theirs. Finally, questions 10 and 11 were inserted to inquire if MBO students, in hindsight, would have taken an extracurricular language course to help them prepare for HBO.

5.2.3.3 Instrument design graduate MBO students

Question 12 (*Am I studying at a HBO?)*, was used to differentiate between MBO graduates who continued their education at HBO and those who chose a different route in life. MBO graduates who chose the latter were directed to question 19 (*I did not continue my education because?*), students could choose from six different options (Appendix A). Questions 20-24 were based on attitudes and self-reflection. Question 20: *how do you believe the transitions from MBO to HBO would be for you?* provided students with four options ranging from easy to very difficult. Questions 21-24 were the same questions as questions 9-11 for the MBO undergraduates.

5.2.3.4 Instrument design HBO students (former MBO graduates)

As mentioned previously, question 12 (*Am I studying at a HBO?*) sifted out the students who did or did not further their education at a HBO level. Those who answered yes filled in questions 13-18. Questions 13 was implemented to determine in which year the student was and question 14 was to find out how they experience the transition from MBO to HBO. As with both former groups, question 15 asked HBO students to rate their 5 language proficiencies for both English and Dutch. To find out the attitude MBO graduates had towards the three possible pre-HBO educational levels question 16 provided the participant with four

options namely, MBO, HBO, VWO or it does not matter. Questions 17&18 were once again the same as questions 10&11 from the undergraduate MBO student. Upon answering question 18 students could submit their questionnaire.

5.2.4 Teacher's questionnaire

MBO and HBO teachers were provided with more background information (see Appendix A.2). All teachers received a mail with a link to the questionnaire and a brief description of the motivation for this study.

5.2.4.1 Sections within teachers' questionnaire

Unlike the students' questionnaire, the teachers' questionnaire had a fourth part containing two qualitative open questions. As in the student's questionnaire, section one contained background information and informed consent. Section two contained questions concerning teachers' teaching experience and their educational background. The final questions in section three aimed to investigate MBO and HBO teachers' attitudes toward MBO and HAVO Students' English language proficiencies. In addition, teachers were asked in section three at which educational level they believe MBO students should receive additional language training if required.

As mentioned above, part four provided two qualitative open questions (see appendix A.2, part four) based on research conducted by Van Gennip et al in 1995 (Brown, Moerkamp, & Voncken, 1999). Van Gennip questioned the weaknesses and strengths of vocational students. Given that MBO students have gained practical experience during their education, which is not the case for HAVO students, there may be a reason to believe that this could be an advantage for them.

The aim of determining the strengths and weaknesses of MBO graduates, with respect to HAVO graduates, is to determine where it might be most viable for MBO

students/graduates to attend an extra-curricular English course. If MBO students excel during their internships, then this might be a window within which extra English tuition could be offered instead of internship tasks. An additional note concerning the teacher's questionnaires, the questionnaire was similar only the institute names HBO or MBO were changed for the relevant target group.

5.2.4.2 Instrument design MBO and HBO teachers

MBO and HBO teacher's questionnaire was similar in design, questions were the same except for the interchangeability of the names MBO and HBO. An overall view of the questions translated into English can be found in Appendix A. The first seven questions were background questions and were designed to confirm the participants' validity. Questions 8-15 were designed to create a view of HBO and MBO teachers' attitudes to MBO students' L1 and ESL proficiencies. There was a link for questions 10 and 12. If these were answered with a "no" the participant was automatically forwarded to questions 11 and 13, respectively.

As mentioned before, teachers were presented with two open questions (questions 16 and 17). The purpose of these two questions was to gain insight into teachers' attitudes toward the pros and cons of MBO graduates in comparison to their HAVO counterparts.

5.3 Survey Analysis

Data for this survey was collected using three questionnaires created in "Office Forms", one for the students, one for MBO teachers and one for HBO teachers. Once a participant had completed the survey an email was sent to the researcher to notify the completion of a questionnaire. After two weeks all questionnaires sent out had been completed. The responses collected in "Office Forms" were opened in an Excel worksheet. Questions 1 up to and including 7 were analysed to determine if the participant qualified for one of the target groups. These results were not analysed in a graph. If the participant qualified

as being valid, data from questions 8 onwards were analysed using Excel function graphs. Relevant information was selected per question in Excel and converted into a graph.

Data from the HBO students, former MBO students, were analysed separately from MBO students who had chosen not to further their education. The reason for doing so is that students who have continued their studies at a HBO level might have more knowledge of what HBO expects of them. While MBO graduates, who have chosen to join the employment field, may not have such a clear indication of what is expected at a HBO level. Further, MBO graduates, who have chosen to seek employment, may have had more difficulty learning at MBO level or were satisfied with their education and the employment possibilities.

Qualitative data like the quantitative data was collected in "Office Forms". Qualitative data was only collected from teachers. The first step in analysing the qualitative data was translating the answers from Dutch into English. The next step was to determine the common factors in the answers and then cluster them accordingly and note how often they appeared.

Results from the teachers were combined to create an overall view of their opinions on MBO ESL language levels. The justification for doing so is to investigate on the one hand if there is a discrepancy between the expectations of MBO and HBO teachers concerning MBO ESL levels. While on the other, if both MBO and HBO teachers know what is expected of MBO students who wish to continue their studies at a HBO level.

6. Results

The questionnaire yielded 45 completed responses, 51% from teachers and 49% from students. In section 6.1, the students' results will first be analysed and in section 6.2 teachers' results will be analysed. Background questions for both students and teachers will not be analysed unless these are noteworthy or out of the ordinary.

6.1 Students.

Students have been divided into three groups according to their present educational status namely, undergraduates, graduates who have not furthered their education and those who did.

6.1.1. Undergraduate MBO students

Three undergraduate students filled in the questionnaire, which is 13 % of the total student population. Question 5 *(Would you like to go to HBO once you have obtained your MBO diploma?*) gave three different responses. Student 1 answered yes to this question and respectively indicated that the transition from MBO to HBO would be easy. The other two students indicated that they would prefer to work after graduating. The student who indicated that he would like to further his education indicated that his ESL proficiencies were as at a good level. However, he believed that a HAVO education would have prepared him better for HBO. Further, he indicated that had he been given the chance to improve his English, with help of an MBO extracurricular course, he would have done so.

6.1.2. Graduate MBO Students

This group consisted of eight MBO graduates, these graduates have chosen not to further their education at the time of this questionnaire. Reasons for not continuing to HBO were as follows: (1) Four of the eight participants chose permanent employment, and one of these four indicated that he would have to learn too much for a HBO degree. (2) Three still consider a HBO education, and (3) one participant started another MBO study. Two participants who would like to go to HBO in the future believe that the transition from MBO to HBO will be difficult and the other participant believed that it would be difficult. All three participants rated their English language proficiencies as sufficient to good (Table 1).

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Table 1

Rating ESL language proficiency level MBO graduate

ESL Proficiencies N=3	Insufficient	Sufficient	Good
Writing		3	
Conversation		1	2
Speaking		1	3
Reading			3
Listening		1	2

Furthermore, two of the three students would have taken an extracurricular English course if this had been offered. The last question for this group was if they believe that a HAVO education would have prepared them better for HBO, one participant answered yes and the other two answered that they did not know.

6.1.3. HBO students (former MBO graduates)

Eleven participants answered "yes" to question 12 (*Am I studying at a HBO?*). Eight of these eleven students were in the first year of their HBO study, one in the third year and two were in a combined first and second year. The latter two were students who study nursing and had already completed an MBO nursing degree which entitled them to exemptions in the first year (Savans, 2021).

Response to question 14 (*How did you experience the transition from MBO to HBO?*) varied from difficult to easy. Two students answered difficult, three difficult, four easy and two answered easy. The attitude to the transition of MBO to HBO English language proficiencies (Table 2) was as follows. From the overall 55 answers (five English language proficiencies times eleven participants) 28 were rated as good, 26 as sufficient and one as insufficient.

Table 2

Rating ESL language level HBO-MBO graduate

ESL Proficiencies N=11	Insufficient	Sufficient	Good
Writing		8	3
Conversation		7	4
Speaking	1	6	4
Reading		6	5
Listening		6	5

Furthermore, two of the eleven students would have taken an extracurricular course for English, and one has "no opinion". The response to "no opinion" came from two different participants. The last question for this group was if they believe that a HAVO education would have prepared them better for HBO, 4 students answered HAVO and seven answered: "it does not matter". None of the participants chose MBO as a direct answer.

6.2 Teachers

The group of teachers consist of MBO and HBO teachers, a brief description of teacher participants is provided in sections 6.2.1.and 6.2.2. In section 6.2.3 questions relating to ESL levels and ESL educational implementation are analysed. An overview of the qualitative results (questions 16 and 17), answered by teachers, can be found in Appendix B.

6.2.1 MBO Teachers

Fourteen MBO teachers participated in this study. The average amount of teaching experience in years was seven-point four years with a maximum of thirty years and a minimum of one year. Most of the teachers were language teachers i.e., seven English, three Dutch teachers and one teacher who taught both English and Dutch. The other teachers taught either vocational orientated subjects, Maths, French, or Social Studies. Six of the fourteen

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teachers taught two subjects. A majority of the MBO teachers have a University of Applied Sciences Bachelor's degree as the highest level of education (Table 3). As far as teaching degrees were concerned on average the MBO teacher obtained a second-level teaching degree (Table 4).

6.2.2. HBO Teachers

The HBO teacher's questionnaire was filled in by nine participants. The average amount of teaching years was ten-eleven years with a maximum of 21 and a minimum of three years. In total nine of the three teachers taught English, two nursing studies, one management, one architecture, one communication and the ninth taught prevention and team skills. As with MBO teachers, some HBO teachers taught more than one subject. A slight majority of the HBO teachers have a university master's degree as the highest level of education (Table 3). As far as teaching degrees were concerned, the average HBO teacher had a second-level teaching degree (Table 4)

Table 3

Highest level of education MBO & HBO teachers

	PhD, or higher than Bachelor or Master	University Master	University Bachelor	Master (University of Applied Sciences)	Bachelor (University of Applied Sciences)	MBO
MBO Teachers n =14	3		2	1	7	1
HBO teachers n = 9	1	5		3		

Table 4

Teaching qualification level MBO and HBO teachers

	Foreign teaching degree	First teaching degree	Second teaching degree	Pedagogical annotations	None
MBO Teachers n = 14	1		10	1	2
HBO teachers n = 9	2	2	3	2	

6.2.3 Results questionnaire teachers' perception of MBO ESL level and hypothetical educational implementation

Both MBO and HBO teachers were asked if they believed MBO graduates mastered English at a pre-requisite HBO level. All teachers who answered 'no' to this question were asked to prioritise the urgency they felt ESL proficiencies should or should not be improved. Eight of the fourteen MBO teachers and all HBO teachers answered 'no' to this question and therefore prioritized the urgency of improving ESL skills (Table 5). Combined results (Table 6) indicate that both MBO and HBO teachers assign English reading and writing with high urgency for improvement. ESL conversation and speaking skills were awarded the most points for priority and listening with the most points for average priority.

Table 5

Priority rating for improvement of ESL proficiencies according to MBO and HBO teachers

	ESL Proficiencies	High priority	Priority	Average priority	Low priority	No priority	No opinion	Mean	Standard deviation
MBO teachers n=8	Writing	3	1	2	1	1	-	1.60	0.89
	Conversation	1	4	2	1	-	-	2.00	1.41
	Speaking	1	3	3	-	-	1	2.00	1.15
	Reading	5	1	-	2	-	-	2.67	2.08
	Listening	2	-	3	1	1	1	1.60	0.89
	Total	12	9	10	5	2	2	6.67	4.27
HBO teachers n=9	Writing	4	3	1	-	1	-	2.25	1.50
	Conversation	1	5	2	-	1	-	2.25	1.89
	Speaking	1	4	2	1	1	-	1.80	1.30
	Reading	3	3	2	-	1	-	2.25	0.96
	Listening	-	3	4	-	2	-	3.00	1.00
	Total	9	18	11	1	6	-	9.00	6.28
MBO & HBO	**Total**	**21**	**27**	**21**	**6**	**8**	**2**	14.17	10.11

Table 6

Combined priority (MBO and HBO teachers) rating for improvement of ESL proficiencies

	ESL Proficiencies	High priority	Priority	Average priority	Low priority	No priority	No opinion	Mean	Standard deviation
HBO and MBO teachers n=17	Writing	7	4	3	1	2	-	3.40	2.30
	Conversation	2	9	4	1	1	-	3.40	3.36
	Speaking	2	7	5	1	1	1	2.83	2.56
	Reading	8	4	2	2	1	-	3.40	2.79
	Listening	2	3	7	1	3	1	2.83	2.23
	Total	21	27	21	6	8	2	14.17	10.11

Given that teachers indicated that there is a high priority to improve MBO English reading and writing, the next question was at which educational level should extracurricular ESL intervention take place. The total for this question (Table 7) indicated that 47.1 % of the MBO teachers (37.5%) and HBO teachers (56%) believe that extra ESL tuition should be taught at an MBO level. The option of implementing extra ESL tuition throughout the educational levels VMBO-MBO- HBO or MBO-HBO was rated as equal with a total of 17.6% each. Both HBO and MBO teachers indicated that extra ESL tuition should not be implemented at an HBO level.

Table 7

Preferred educational institution for extra ESL tuition response MBO& HBO teachers in responses and percentages.

	VMBO-MBO-HBO	HBO	HBO-MBO	MBO	MBO-VMBO	VMBO	Mean	Standard deviation
MBO Teachers n = 8	1 (12.5%)	- (0%)	2 (25.0%)	3 (37.5%)	- (0%)	2 (25%)	2	0.82
HBO teachers n = 9	2 (22.2%)	- (0%)	1 (11.1%)	5 (56%)	1 (11.1%)	- (0%)	2.25	1.89
Total in percentage n=17	3 (17.6%)	- (0%)	3 (17.6%)	8 (47.1%)	1 (5.9%)	2 (11,8%)	2.83	2.79

When teachers were asked which, preliminary educational level was the best foundation for a HBO education, HBO teachers showed a strong preference for HAVO (Table 8). Seven of the nine HBO teachers indicated that HAVO was the best preliminary HBO education. The remaining two HBO teachers filled in that they had no opinion. MBO teachers answered more dispersed. Five of the fourteen participants answered that VWO would be the best preliminary education, three MBO, three HAVO, and three had no opinion. Two of the MBO teachers indicated in a personal conversation that they believed that VWO was the most suitable education as it prepared students for an 'academical science education'. Therefore, students could focus more on the vocational aspect of an HBO training rather than the required academic skills.

Table 8

Preferred Preliminary Education HBO

	MBO	HAVO	VWO	No opinion
MBO Teachers n = 14	3	3	5	3
HBO teachers n = 9	-	7	-	2
Total	3	10	5	5

In total 21 teachers, all fourteen MBO teachers and seven of the nine HBO teachers answered the last two qualitative questions in the teachers' questionnaire (Tables 9 and 10). The most mentioned advantage (Table 9) is that MBO graduates have more practical work experience compared to their HAVO colleagues. MBO students have already completed internships and therefore can link newly acquired HBO theory to their previous practical work experience. Another common finding was that MBO graduates are overall older than their HAVO graduate fellow students. Therefore, MBO graduates tend to have more life experience which they can relate to when it comes to understanding practical aspects of a HBO education, for example, making appointments, and keeping these.

The most prominent common MBO graduate weaknesses (Table 10), according to teachers, are poor reading comprehension and overall language skills. Another commonly mentioned disadvantage MBO graduates have is their lack of general background knowledge. Other weaknesses mentioned are for example lack of study skills, less experienced, and more difficulties with theoretical learning.

A contradictive finding in the results in tables 9 and 10 is that both 'working independently scored a three in the column as it being an advantage as well as being a

disadvantage. Further both MBO and HBO teachers scored higher in giving key remarks which were more advantageous for MBO graduates than weaknesses.

Table 9:

Strengths MBO graduates may experience with respect to HAVO graduates at HBO according to teachers.

Strengths MBO graduates have with respect to HAVO graduates	How often mentioned by MBO teachers n =14	How often mentioned by HBO teachers n = 7
'More practical experience'- 'More vocation knowledge'	14	7
'Can apply theory in the right context'	1	2
'Are a bit older, more life experience, and have more feeling of responsibility'	3	1
'Better conversational skills'	1	1
'Better organizational skills' (e.g., making appointments)	-	1
'More independent'	3	-
'Know how to work in project-based assignments'	1	1
'MBO education is more like HBO, easier transition to HBO'	1	-
'Experience with vocational exams'	1	-
'More discipline'	1	-
'Have a larger vocational network'	1	-
Total	**27**	**13**

Table 10:

Weaknesses MBO graduates may experience with respect to HAVO graduates at HBO

according to teachers.

Weaknesses MBO graduates have with respect to HAVO graduates	How often mentioned by MBO teachers n=14	How often mentioned by HBO teachers n = 7
'Poor reading comprehension skills'- 'Poor language skills'	6	3
'Study skills'	2	1
'Not enough background information'	5	1
'Pace of work is slower'	1	1
'Cannot cope or experience difficulties with large amounts of schoolwork'	4	1
'Less independent workers'	3	1
'Less experience with theoretical learning'	3	-
'Metacognitive skills are weaker'	1	1
'Work pace is slower'	1	-
Total	**26**	**9**

7. Discussion

The questionnaire yielded a total of 45 responses which is not sufficient to generalize findings. The response group of MBO undergraduates was minimal and therefore considered irrelevant to this study. Provided these restrictions, in this chapter the results will be discussed. The discussion is divided into four parts. In the first three parts, the students' and teachers' results will be compared and discussed. Whereas, in the fourth part how the results contribute to the validation of the proposed curriculum in part 8 will be discussed

7.1 MBO graduates

The positive attitude that all 19 MBO graduates may hold toward their ESL level may result from the fact that they have obtained an MBO diploma. To graduate their English level must be at the indicated A2/B1 level (examenbladmbo, 2021), hence their level must be sufficient otherwise they would not have graduated. Consequently, MBO graduates positive attitude toward their ESL level might be the reason why there is a negative response to the notion of implementing an ESL MBO extracurricular course. Of the fourteen MBO graduates attending or wishing to attend HBO, only four believed that they would attend an additional ESL course

That MBO graduates have a positive attitude to their ESL level is something that needs to be taken into account when presenting an extracurricular ESL course to MBO students. MBO students will need to be made aware that the English they have been taught at VMBO and MBO does not meet HBO teachers' expectations. An option may be to make students aware that they have only primarily been taught vocational English and provide them with HBO texts to see how they approach the text.

In contrast to the MBO graduates' positive attitude to their ESL level, the results of the questionnaire show that graduates are more sceptical about the transition from MBO to HBO education. This may indicate that MBO students may lack the confidence regardless of which path they have taken, or could have taken via the HAVO, to have prepared themselves for HBO. Hypothetically this could indicate that any apprehension MBO graduates may have to further their education at a HBO is not related to their education. This scepticism could be in line with Rijks (2018) findings which indicated that MBO students are more sceptical about their learning potential. This results from a greater lack of self-confidence and motivation to further their education at HBO due to weaker study skills. Another factor why MBO-4 students may not be as eager to continue studying can be what Hilton (2010) calls their "hands-on" mentality (DeBruijn 2017; Hilton, 2010). This may account for the four MBO graduates who went into

employment after graduation. Further research on MBO students' attitudes with regards to self-confidence and potentially furthering their study is desired.

7.2 MBO versus HBO teachers

This section has been divided into four subsections namely, (1) Rating language proficiencies, (2) Educational level of potential reading interventions, (3) Suitable HBO Preliminary Education, and (4) Qualitative questions.

7.2.1 Rating language proficiencies

HBO and MBO teachers differed in their beliefs on which English language proficiencies need to be improved first to make the transition to HBO easier? HBO teachers believed that MBO graduates need to improve their writing skills first and then reading skills. Whereas MBO teachers believed that ESL reading needs to be improved first and then writing. HBO teachers' concern about failing writing skills coincides with Van Gelderen's (2012) finding that Higher education has complained about the lack of writing skills for decennia. To improve writing skills, reading more has been proven to be effective. Especially voluntary extensive reading stimulates an increase in vocabulary, spelling, speaking, and understanding (Cho & Krashen, 1994; Krashen, 2004). Therefore, the focus of this paper will remain on ESL reading.

7.2.2 Educational level of potential reading interventions

Most of the teachers deemed that MBO educational level was the most suitable level to implement a reading intervention, either as the only option or in combination with other educational levels. Therefore, the curriculum proposed in this paper aims to be implemented at an MBO Educational level. However, for future reference, it seems advisable to offer reading interventions at VMBO and HBO levels. Intervention at VMBO might be desirable as VMBO students can transfer to a HAVO education where literature is integrated into the curriculum. While the VMBO ESL curriculum does not incorporate literature or other extensive reading

(examenblad.nl, 2021). Therefore, HAVO students by being exposed to more reading activities, are offered the opportunity to improve their general language proficiency (Krashen, 2004). This puts VMBO students at a disadvantage. Furthermore, VMBO education lasts four years and HAVO five years, which signifies that a VMBO graduate attending his first year at an MBO will not be offered the same extensive reading that his HAVO peers have been offered. Hence, if any form of extensive reading is not offered at MBO level, an MBO student lags one year behind his HAVO peers.

Finally, research (Yapp et al., 2021) shows that reading intervention at HBO level was most advantageous for HAVO graduates. Therefore, the premise may be if an MBO graduate has received an extensive reading in any form at VMBO and MBO, an MBO graduate would benefit more from HBO reading intervention. As he has gained more reading experience and background information just like his HAVO graduate peers. This could provide both MBO and HAVO graduates with the same advantages a HBO reading intervention would bring them. As a result of offering extra reading interventions at all three educational levels VMBO and MBO, MBO graduates will hopefully profit equally from HBO reading intervention as their HAVO peers.

7.2.3 Suitable HBO Preliminary Education

There seems to be a major difference between the MBO and HBO teachers' opinions when it comes to suitable preliminary HBO education. HBO teachers have a strong preference for HAVO as a preliminary education while MBO teachers seem to have a slight preference for VWO. The results from MBO teachers are dispersed, which gave reason for further investigation. Three MBO teachers were questioned and spoke openly about their choice of a suitable preliminary HBO education. Two chose VWO as they believed that VWO graduates would be able to focus more on the required lesson material rather than developing expected HBO academic skills. Another chose MBO as a better preliminary education as that was the

route, she had taken herself. This participant had benefitted greatly from her practical MBO experience which allowed her to focus on the theory and apply it.

Assumingly, the strong preference HBO teachers have for HAVO as a preliminary HBO education could be attributed to the fact that there is a higher attrition rate of MBO students than HAVO students (Yapp et al., 2021; Sneyers & De Witte, 2016). Sneyders and De Witte calculated that 17% of the MBO graduates and 6% of the HAVO students stop their HBO study during or at the end of the first year. Findings by Mulder et al. (2016) show that in 2015, 21% of the MBO graduates did not continue their HBO study and 9 % of the HAVO graduates.

Furthermore, findings reveal that younger native Dutch-speaking students with educated parents are more likely to complete their HBO study than students who do not fit this profile (Mulder et al., 2016; Yapp et al., 2021). Mulder et al.(2016) found that more students with ethnic backgrounds and a lower social-economical status attended MBO rather than HAVO. In conclusion, the attrition of MBO students at HBO seems to result from more factors than lack of language levels and study skills. This may complicate the discussion of the high attrition of MBO graduates at HBO. A proposition for HBO institutions may be to offer an extra study guide for the group of students who are more prone to drop out within the first year.

An aspect that has not been taken into consideration during this study was the two-year 'Associate Degree' courses offered by various HBO institutions. With the rise of these degrees, more MBO graduates are choosing to attend these two-year courses instead of a four-year HBO bachelor course. Associate Degrees provide a better transition from MBO to HBO as they are more practical orientated (onderwijsinspectie, 2022). How the ESL transition is for MBO graduates to the Associate Degrees deserves further research.

7.2.4 Qualitative questions

Like the findings presented by Brown et al., (1999), there seems to be a consensus concerning the strengths and weaknesses MBO graduates may experience at HBO (Tables 9 and 10).

Some of the strengths MBO graduates have such as; 'they can work well in groups' seem to resonate with the disadvantage of experiencing more problems working independently. To accommodate the strengths of MBO graduates, HBO curriculums could change their curriculums. For example, accommodate the practical orientated learning competencies of MBO students instead of focusing on theoretical learning (Brown, Moerkamp, & Voncken, 1999). Another option is to customize the HBO curriculum which would focus on the competencies MBO graduates need to develop, such as ESL reading and writing proficiencies

7.3 Teachers versus MBO graduates

One remarkable finding in this study is that all MBO graduates rated their ESL proficiencies as sufficient to good, with only one insufficient rating for English speaking (Table 2). This contrasts with what MBO, and HBO teachers signal, they indicate that especially MBO ESL reading and writing skills have a high priority for improvement. Given the 'hands-on mentality of MBO education (De Bruijn, 2017), we could hypothesize that MBO students regarded their English proficiency levels as being good/ sufficient during their internships. After all, MBO students are taught vocational ESL (Driessen, 2012) which ought to prepare them for their internships and more importantly their future employment. Further, MBO students have not been offered ESL academic reading during their four years of vocational training (Yapp, de Graaff, & van den Bergh, 2021) and therefore MBO graduates may not even realize what reading level is expected of them by HBO teachers. Whereas teachers may view MBO students' English proficiencies from an academic vantage point

considering a large majority have graduated from a HBO (Table 4). The contrast between MBO graduates and teachers concerning the MBO student's ESL proficiency level is something that needs further research.

Another finding that gives reason for further research is the attitude or experience students have towards the transition from MBO to HBO. While seven out of the eleven MBO graduates experienced the transition as easy, teachers provided substantial information on why the transition for MBO students could be complicated. Teachers mentioned that these complications could arise from MBO students' weaker language skills, lack of study skills, lack of general background knowledge, lesser abstract thinking level, and more problems working independently (Appendix B).

There are initiatives to help MBO students prepare themselves for the MBO-HBO transition. One of these initiatives is offered by the HBO Enschede Saxion, They offer a 100-day program (Saxion, 2022) for MBO graduates to prepare them for their future HBO courses by offering a personal coach, language support and study skills training. Another existing program to prepare MBO students for HBO is offered at MBO institutions as an optional subject 'keuzedeel voorbereiden HBO'. The curriculum for this subject states that institutions may integrate extra lessons for the general subject, mathematics, Dutch and modern foreign languages (SBB, 2022). However, the main focus of this optional subject is to help students choose a suitable HBO degree and is not a HBO pre-requisite.

Though there are initiatives to assist and prepare MBO graduates for a HBO education, there does not seem to exist an ESL extracurricular course at either MBO or HBO institutional levels. The benefits of a reading intervention at HBO level have proven most viable for students with previously gained HAVO extensive reading experience (Yapp, de Graaff, & van den Bergh, 2021). Results from the questionnaire reveal that the need to improve MBO students reading skills has the highest priority (Table 6) with writing skills having the second-

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highest priority. The benefit of focusing primarily on improving reading skills is that it has proven to have a positive effect on writing skills. Especially voluntary extensive reading stimulates an increase in vocabulary, spelling, speaking, and understanding (Cho & Krashen, 1994; Krashen, 2004). Therefore, the focus of this paper will be on ESL reading aiming to introduce FVR and extensive reading in an MBO educational setting.

8. Curriculum Proposal

8.1 Introduction

In 2001, the Council of Europe announced the publication of "The introduction of the Common European Framework of References for languages (CEFR): Learning, teaching, assessment". The CEFR was designed to reflect societal and academic developments. The updated 2020 version of CEFR has integrated: mediation, online interaction, plurilingual/pluricultural competence, and gender-neutral descriptors (Council of Europe, 2021). Moreover, the CEFR was designed "to provide a transparent, coherent, and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines" (Van den Akker et al., 2010). CEFR consists of six reference levels ranging from the basic user (A1 & A2 level), an independent user (B1&B2) to the Proficient user (C1& C2 level). Within the Dutch education system, secondary and MBO education use these six reference levels to determine the language level to be obtained. Corresponding levels for secondary education can be found on https://www.examenblad.nl/ and for MBO on https://www.examenbladmbo.nl/.

The CEFR ESL generic levels for MBO-4 education have been determined by "Wet educatie en beroepsonderwijs" (Educational and vocational training law) (s-bb.nl, 2021). The levels are B1 for listening and reading and A2 for writing, speaking and conversation. Students who enrol for an MBO-4 education need the minimum of a VMBO theoretical or mixed learning pathway (VMBO-TL/GL). The ESL qualifications levels for VMBO graduates

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are A2/B1 listening, B1 reading, speaking and conversation skills A2, and writing A2/B.

When comparing the requirements of VMBO and MBO the only difference is the final level

for listening is A2/B1 while at the MBO level this is a B1.

In addition to the generic level of MBO-4 English, MBO maintains specific vocational

ESL levels and proficiencies described by CEFR descriptors. These descriptors are embedded

in the qualification structures of individual vocational training. The qualifications file training

Travel, Leisure & Hospitality on page 9 (click here for PDF file) (s-bb.nl, 2021) uses the

descriptors for speaking, conversation and writing B1. For another education, such as Support

Services the qualification file on page 7 (click here for PDF file) (s-bb.nl, 2021) refers only

once to a specific vocational ESL level page which is A2 listening. To conclude, though all

MBO-4 level trainings have the same generic ESL demands the vocational ESL levels may

vary.

A proposed ESL extracurricular course will have to consider that ESL levels vary not

only in a classroom but also between vocational trainings and among teachers (Table 3 and 4)

(Stabback, 2016). The proposed curriculum aims at being a "conceptual approach of

educational problems" using concrete development activities to address these educational

problems (Van den Akker et al., 2010). Aside from different ESL vocational proficiency

levels, a curriculum must cater to different vocations and interests. This could be achieved by

using authentic, relevant and plausible lesson material (Lemmens, 2019). Additionally,

authentic lesson material should contain, wherever possible, data that reinforces "existing

priming…and permit new priming to take place" (c.f. Lemmens, 2019). Moreover, a

curriculum at the MBO-4 level should integrate the MBO vision which is based on threefold

qualification duty: education for a profession, further education and good citizenship (s-bb.nl,

2021) .

While the educational problem of bridging the MBO and HBO gap is a macro-level

problem, this paper proposes a curriculum on a meso level integrating the previously mentioned aspects. The structure of this intended curriculum is based on the curricular spiderweb from Van den Akker (2010) (Thijs & Van der Akker, 2009) with a technical and professional perspective approach intending to bridge the ESL gap between MBO and HBO (Van den Akker et al., 2010, p. 6).

8.2 Collegial response

This curriculum proposal was reviewed by three colleagues from different Vocational training institutions. The first colleague (B.Buskermolen), an English teacher from the ROC Amsterdam, pointed out that there is a need for Dutch vocational education to focus more on English language proficiencies as a second language. Especially in international cities like Amsterdam, employees are expected to speak and understand English at a fluent level not only because of the tourist sector but also because of a large group of international community and workforce. The main problem when implementing extra reading tasks in an MBO curriculum would be the sparse amount of teaching time teachers have as indicated at the start of the school year. The concept of implementing more elaborate reading tasks and especially FVR seems to be an asset for the all-round development of students, let it be English or even Dutch. The curriculum as it is presented in this paper would need to be made more specific if it were to be implemented, this could be achieved by using Van Gelders'Didactical Analyses Model (https://trainenenontwikkelen.nl/, 2022).

The second colleague (N.Kuster) from ROC Midden Nederland, also an English teacher, mentioned in an email that she agrees "that offering an extracurricular reading programme is the best way to bridge the MBO-HBO gap. This curriculum proposal can help teachers of English at MBO to substantiate their choice for an ESL reading curriculum within their department. With the practical tips given in the thesis, a serious start can be made at developing a lesson plan for MBO students".

The third colleague (L.Kragten) who provided feedback is a strategic partner from the Educational and Innovation department ROC Midden Nederland. L. Kragten has experience with coaching directors, managers, and teachers in implementing new courses. Her initial response was that it was difficult for her to interpret this Curriculum Proposal as she is used to working with curriculums at a macro level which has been formatted by the Dutch collaborative organization for vocational education and the business sector (SBB). To integrate this Curriculum proposal a team of English teachers and perhaps an educationalist would need to provide more content and define how this curriculum could be embedded in the school programme. Furthermore, she mentioned that her basic understanding of ESL was not sufficient. For example, she referred to her lack of knowledge concerning the CEFR levels. L.Kragten's response did confirm that MBO students would benefit from interventions at a MBO level if they wished to continue their studies at a HBO and provided examples of existing initiatives that ROC Midden Nederland offers however, these do not integrate English in their curriculums. Moreover, L.Kragten provided feedback on incoherent phrasing in this paper which has been modified.

8.3 Curriculum-Intended

The intended curriculum is the first step in addressing the vision of bridging the ESL gap between MBO and HBO. It is made more specific by addressing authentic, relevant, plausible reading literature and activities from a technical and professional perspective (Van den Akker, Fasoglio, & Mulder, 2010, p. 6). To enhance teachers' acceptance and involvement in the curriculum CEFR is used. The CEFR descriptors allow teachers to "share rationale, goals and be actively involved in implementation" (Van den Akker, Fasoglio, & Mulder, 2010, p. 12). A blended model (Ur, 2012) is used in this intended curriculum and it integrates the following characteristics: pragmatism, prototyping (Tate, 1990; Tuch, 2011), communication (Klapper, 2010), and professional development. Pragmatism ensures that there is no right or

wrong perspective allowing room for different perspectives and teachers' and students' ownership of the learning process. Prototyping or evolutionary prototyping is viewed as more productive than linear approaches. As evolutionary prototyping is a process during which an initial prototype is designed, which in return is tested and modified where needed and tested again until a prototype has been designed that fulfils the criteria (Tate, 1990). This manner of designing and redesigning prototypes may enrich a "thinking out of the box" learning environment stimulating meta-cognitive processes (Tuch, 2011). Clear communication between parties is essential to ensure a learning environment in which plausible compromises can be made. By being able to compromise, both parties can voice what they need to create a safe learning environment for themselves (Klapper, 2010). Professional development and vocational education are intertwined. By offering lesson material that reflects the future profession of a vocational student, content is provided that is authentically aiming to trigger students' intrinsic motivation. CEFR language levels and descriptors can help both teacher and student to the next language level.

The ideology for this curriculum is that it broaches the professional world of vocational students' perception of the academic world of HBO when it comes to ESL academic reading. To achieve an enriched learning environment, there must be a symbiotic relationship between student learning and teacher facilitating. The student constructs a meaning, and the teacher caters for a learning environment that supports "the learning activities appropriate to achieving the desired learning outcomes" (Biggs, 2003, p. 2). Biggs (2003), refers to this as constructive alignment. While setting up an aligned learning system 4 major steps need to be executed namely; (1) defining intended learning outcomes, (2) choosing teaching and learning activities, and (3) assessing students learning progress.

Figure 3

Constructive alignment (Briggs and Tang, 2011)
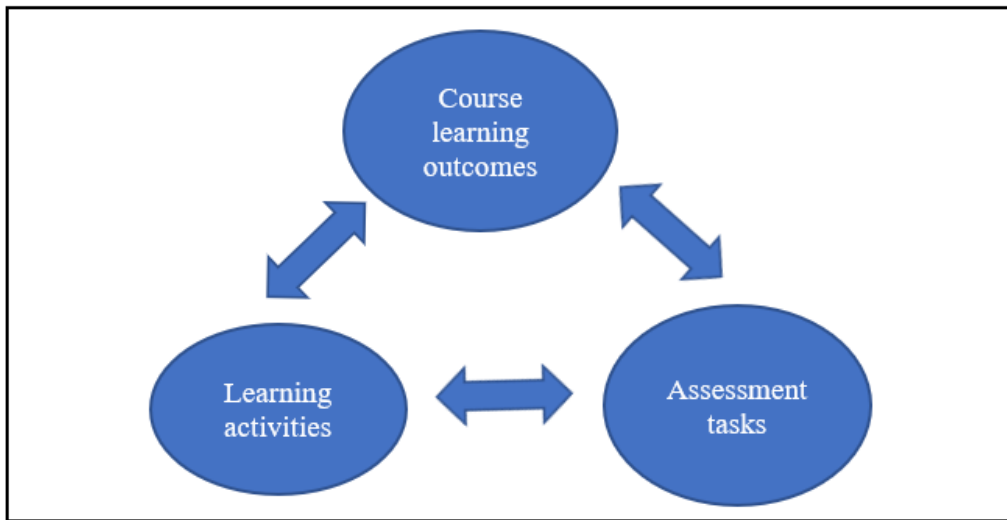
8.4 Connection with S-BB

      If the curriculum has been approved, an MBO manager can submit it to the SBB (Samenwerkingsorganisatie Beroepsonderwijs Bedrijfsleven) who in return can officiate the curriculum at a national level, so that other MBO institutions may implement this curriculum and adapt it for their vocational ESL training.

8.5 Intended Curriculum at Meso level

      This curriculum has been designed using ten components, each linked to a specific question concerning "the planning of student learning" (Van den Akker, Fasoglio, & Mulder, 2010). To visualise these ten components Van den Akker et al. (2010) created a spiderweb model with component "rationale" in the centre. The other nine components are placed along the nine threads which lead to the centre of the spider web. These components are *Rationale, Aims & Objectives, Content, Learning activities, Teacher role, Material & resources, Grouping, Location, Time, and Assessment.* Van den Akker et al. (2010, p.8), refers to the structure of the spiderweb as symbolising the expression; "every chain is as strong as its weakest link"; implying that no component can be inferior or superior to another as they are

all equally vital for the coherency of the structure. To indicate the intended lesson material a complete first lesson, based on Van den Akker et al. (2010) spiderweb, has been inserted in this document (see Appendix E).

I. *Rationale- Why are they learning?*

During secondary education, students need to develop modern foreign language reading skills as this is beneficial to their further education, future profession, and spare time (Kwakernaak, 2015). As a student furthers his or her education there are transitions not only from one school to another but also different curriculums. These curriculums do not always connect as seen with the transition from VMBO to HAVO (Bergstra-Klompmaker, 2012) and MBO to HBO (Yapp, de Graaff, & van den Bergh, 2021). Research by Yapp et al. (2021) indicated that ESL reading intervention at a HBO level is effective, especially for proficient readers with developed background knowledge. Background knowledge is an asset when it comes to reading academic texts (Beeker, 2012) as it allows priming (Lemmens, 2019) of new knowledge, vocabulary and other language skills (Krashen, 2004) including spoken proficiencies (Mol, 2011).

Therefore, by offering MBO-4 students extra-curricular ESL, they are provided with a chance to become more proficient readers with all the academic benefits which are entailed. Given that MBO students graduate with CEFR A2/B1 levels and HAVO students graduate with B2 or even C1 levels, this curriculum aims at integrating B2 reading language levels. If a student feels confident reading B2 texts he or she will be allowed to move up to C1 reading level. C1 level will provide the student with "demanding, longer texts, and recognize implicit meaning." (Council of Europe, 2020).

II. *Aims and Objectives-Toward which goals are they learning?*

The final CEFR B1 descriptors for MBO-4 reading are:

"*Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension"* (Council of Europe, 2020).

However, HBO institutions expect MBO-4 students to have the same language level as HAVO students, which is a B2 level. These expectations contradict language level findings which indicate that in 2015 34 % of the HAVO English students obtained a C1 level (Verheyen, 2015) whereas MBO-4 students graduate with an A2/B1 English level (examenbladmbo, 2021). Therefore, an MBO graduate must comply with the B2/C1 level that HAVO students have obtained and may not fulfil the expectations of HBO institutions.

B2 level: *Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary but may experience some difficulty with low-frequency idioms.* (Council of Europe, 2020)

C1 level: *Can understand in detail lengthy, complex texts, whether or not these relate to their own area of speciality, provided they can reread difficult sections. Can understand a wide variety of texts including literary writings, newspaper, or magazine articles, and specialised academic or professional publications, provided there are opportunities for re-reading, and they have access to reference tools.* (Council of Europe, 2020)

Once an MBO-4 student has attained a B1 level reading score in the standard MBO program a student can be introduced to the B2 level in this extra-curricular course. Respectively, if B2 has been attained, a student can move on to C1 texts.

Though the focus of this curriculum is on reading for academic purposes, Free Voluntary Reading (FVR) will be integrated and provide students with the opportunity to become acquainted with the literature and voluntary reading. Research shows (Krashen, 2004) that reading skills improve if students have been stimulated to read at home or during previous

education. The aim of FVR is that reading literature increases literacy level, academic skills, empowers empathy, and enhances language learning (Krashen,2004).

Aside from the literary texts offered to students, a didactical structure is used to approach lesson material. The structure embeds learning strategies that contribute to the learning process and language skills. Students will be taught along the "Cognitive Academic Language Learning Approach" known as CALLA. CALLA can support students' reflection on their "own learning process and how to learn more effectively" (Chamot & O'Malley, 1996). The metacognitive strategies used in this approach include planning, monitoring, and evaluating strategies. HBO teachers reported that MBO students can lack metacognitive thinking therefore, CALLA may contribute to developing MBO students' thinking strategies.

In summary, this curriculum intends that a student attains a B2 CEFR reading level. Once this has been attained, students will be exposed to C1 academic reading texts. The aim of this curriculum is not that students have a C1 level, but that they can navigate through a C1 text and know how to approach a C1 text.

III. *Content-What are they learning?*

CEFR (2001, 2020) states its aims to:

➢ promote and facilitate co-operation among educational institutions in different countries

➢ provide a sound basis for the mutual recognition of language qualifications

➢ assist learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts

The first aim could also apply to educational institutions in the same country as institutions demand certain CEFR levels from preliminary educational levels. The CEFR language level structure ensures that the second aim is met. The "mutual recognition" of language levels enables institutions to create transparent entry-level demands. The third aim

has a pedagogical and didactical nature creating a blueprint for implementing a curriculum from a meso to a nano-level (Van den Akker, Fasoglio, & Mulder, 2010, p. 5).

The latter aim incorporates 'assisting learners and teachers. The CEFR "can do" descriptors statements facilitate both parties in this respect. The "can do" descriptors translate real-life language tasks to the learner (Council of Europe, 2020, p. 28). Additionally, the can-do descriptors focus on what students can do and not on what the student cannot do. This reinforces a positive learning process attitude and provides teachers with a clear goal of what reading lesson teaching material should embody. Another advantage of using can-do statements is that they can reflect the competencies of vocational qualification structures, for example, they "can read and understand written communication from the customer concerning known vocational subjects" (s-bb.nl, 2021). The can-do statements from the MBO qualification files produce a guideline for lesson material that is authentic for a specific branch. This can-do descriptor can be matched by a CEFR can-do descriptor to create authentic lesson material for a specific vocation at a specific level.

Aside from the can-do statements as a determining factor for required reading material, the material should integrate "plurilingual and pluricultural texts" (Council of Europe, 2020, p. 30). The benefits of promoting plurilingual and pluricultural texts are that students develop further sociolinguistic and pragmatic competencies. Creating "hyperlinguistic" awareness "refines knowledge of how to learn and the capacity to enter into relations with others and new situations (Council of Europe, 2020, p. 31). Additionally, pluricultural texts integrate different cross-cultural texts transforming the monoglossic reader into a critical conscious "heteroglossic narrator" (Kramsch C. , 2009, p. 7).

Plurilingual and pluricultural texts could be offered via a FVR program. The plurilingual CEFR B2 level descriptor reads: "Can use their knowledge of contrasting genre conventions and textual patterns in languages in their plurilingual repertoire to support

comprehension" (Council of Europe, 2020, p. 126). This suggests that students can read modern foreign language books while using their L1 to talk and/or write about them.

How students are exposed to reading material is crucial for how they learn. The advice within this curriculum is to use the Cognitive, Academic Language Learning Approach (CALLA model). Students learn to apply the five steps of the CALLA model (Preparation, Presentation, Practice Evaluation and Expansion), through which students learn to deal with both the content and academic language at the same time. The process of these five steps will be discussed in the section 'Teacher Role- How is the teacher facilitating their language?' (page 58).

On a pluricultural level, students could be offered books from "lezen voor de lijst: Engels" (reading for the list: English) (examenbundel.nl, 2021) which offers a list of books at HAVO/VWO level. Especially books like "A thousand splendid suns" by Khalid Hosseini set in Afghanistan could contribute to a cultural understanding of a non-western country. Given that this is an intended curriculum, literature from different international sources could also provide authentic C1 level lesson material such as news articles from Reuters.com and/or Aljazerra.com (Council of Europe, 2020). By integrating newspaper articles "*or magazine articles, and specialised academic or professional publications"* students at C1 level should be provided with the opportunity to re-read the texts with the use of reference tools (Council of Europe, 2020)*.*

To sum up, students will be learning ESL reading with the use of authentic texts and FVR that relate to the "can-do" language CEFR descriptors. Additionally, students will engage in texts and/or FVR that contribute to their "plurilingual and pluricultural" development.

IV. *Learning activities-How are they learning?*

The student will learn using the "Cognitive Academic Language Learning Approach" known as CALLA. Anna Uhl Chamot & Michael J. O'Malley designed this instructional mode

to stimulate learners' process of the English language. The strategies that students will be applying are illustrated in Appendix C, Instructions on how these strategies are implemented during the lessons are visualised in figure 4.

V.   *Teacher Role- How is the teacher facilitating their language?*

The first step is to determine the role of the teacher. Findings have proven that it is less efficient to employ the student's standard teacher when implementing an intervention (Yapp, de Graaff, & van den Bergh, 2021). Learning results tend to improve when a guest teacher teaches the intervention. Therefore, when implementing this curriculum MBO institutions could consider asking teachers from another MBO vocation school or, in a perfect world, a guest teacher from a HBO institution who has an affinity with the vocation students are studying.

Figure 4

Framework for strategies instruction (Huzairin & Yufrizal, 2019)
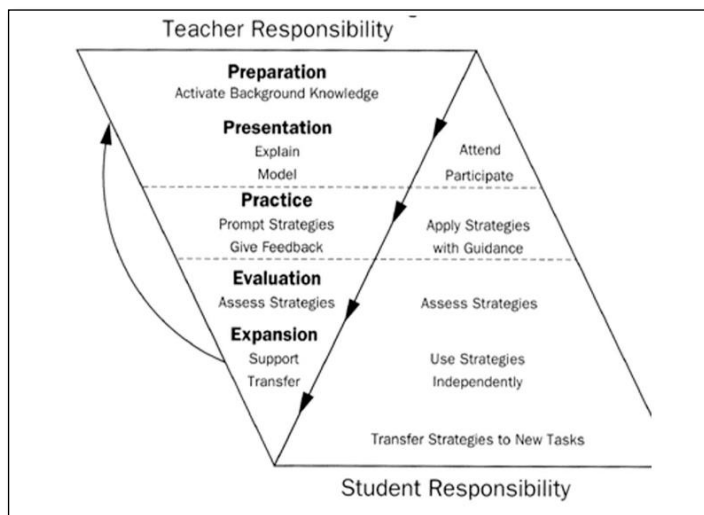
Before applying the 5 stages of strategic instruction teachers must gain insight into the students' reading level partaking in this reading course. Information concerning the reading levels can be crucial when forming homogeneous or heterogeneous workgroups (Ebbens & Ettekoven, 2013), to determine the time needed for reading activities (Ur, 2012), and potential

reading interventions. To assess students reading levels teachers can use a recognised testing instrument for which their school has a subscription. An example of such a testing and examination instrument is TOA from the Dutch Bureau ICE. TOA offers diagnostic tests and qualifying exams for various subjects. The TOA language tests and exams offered are either generic or vocational and proficiencies are graded along the CEFR guidelines ranging from A1 to C1. If an MBO institution does not have a subscription for tests like TOA they can opt to use the free exams from https://oefenen.facet.onl. If English reading levels within a group are not homogeneous, CALLA has proven to be an effective and practical approach for mixed-level classes (Karbalaei, 2011; Gu, 2018; Huang, 2017).

Once it has been established who will be teaching this ESL extra-curricular reading course, the teacher is responsible for implementing the five steps illustrated in figure 4. By ensuring that these 5 stages are executed properly, the teacher sees to it that a cycle of learning continues, hence priming of previously learnt language skills leads to new knowledge (Lemmens, 2019). A brief explanation of the five stages, based on Chamot and O'Mally's (1996) paper, will be provided below. Furthermore, a brief example will be provided of how the stage can be implemented. The example of the next stage will continue from the previous stage

Stage one: Preparation

During the preparation stage teachers stimulate students to recall prior knowledge from similar types of language and content learning tasks. By asking students to do so their metacognitive awareness is stimulated. To help students recall previous knowledge teachers can instigate class or group discussions, interview individuals or groups about strategies previously used, or use questionnaires or checklists. Teachers need to consider students' cultural differences and prior knowledge as this may influence the willingness to speak up

during class. For example, the teacher could ask the class at the start of a lesson which current affair has caught their attention and why?

Stage two: Presentation

The focus of the second stage is that students are presented with "new concepts, new language, and new strategies". Teachers present these either by scaffolding them or placing them in a context-rich learning environment for example using visual aids, hands-on experiences, or modelling. If a teacher uses modelling to introduce the new lesson material, he shows students how to talk about their thinking processes and "what language to use in describing their learning strategies". For example, the teacher takes along a current affairs article (printed or projected on a digital school board) and speaks out his thoughts while pre-reading the article for example, why does or does not the article appeal to him? what does the accompanying picture of the article imply? what do I know about this topic? what do I want to know?

Stage three: Practice

During the third stage students develop and internalize the effective learning procedures by describing "their strategic mental processes to other students". To internalize effective learning students, practice the new lesson material, either verbally or in writing form, during a classroom activity. For example, during an ESL lesson students have been presented with a current affairs article. They can discuss the pre-reading as the teacher has done during stage two. After which the student writes down keywords, key statements and topic sentences while reading the article, this can be done in homogeneous groups. Finally, students can summarize the texts, and write down other aspects of the text such as what have they learned and does the article confirm what they thought it would be about?

Stage four: Evaluation

The main objective of this stage is to create students' awareness of their achievements and their metacognitive learning process. To enhance students' self-assessment teachers can offer activities such as debriefing discussions, learning logs, checklists of content and open-ended question lists asking students to reflect on their reaction to the lesson material and its implementation of it. For example, students have read the text and carried out the activities from stage three "practice". At the end of this lesson, the teacher could provide a questionnaire with open questions such as explain how you feel about the issue discussed in this article? which main points in the article caught your interest? what new things did you learn about the issue discussed in the article?

Stage five: Expansion

Stage five provides students time to apply what they have learnt to other aspects of their out-of-school environment. As well as discover how the new information may relate to their cultural background. Students also reflect on which strategies worked best for them and the possibilities and benefits of applying these strategies to new contexts during other classes. The goal of the learning strategies instruction will have been achieved by this stage. Which is that students have become independent strategic thinkers and are capable of self-regulating their learning process.

VI.   *Materials and Resources-With what are they learning?*

Materials and Resources are readily available online. Internet sites such as www.cambridgeenglish.org and https://learnenglish.britishcouncil.org offer short online interactive ready-made lessons at all CEFR language levels. For students who may need to spend extra time on grammar or vocabulary, sites like www.ego4u.com could offer a self-study solution. The first reading lesson, a short story by George Orwell, has been included in this paper (see Appendix E).

The introduction of FVR and which books will appeal to the students may need more time if they have never read a book and are unsure which genre appeals to them. Appendix D, Table 15, provides links to sites offering more information on books at a B2/C1 level. Of course, commercial sites selling books provide book information as does a quick internet search. To assist students' learning path, they will be provided with a journal, integrating a CALLA learning list of strategies (Appendix C) in which they can write down, for example, planning and findings (e.g., defining new vocabulary encountered while reading). The latter, findings, and unfamiliar words will be classified as a "grouping" strategy according to the CALLA model. While planning would correspond with the "self-management" strategy. Students will be required to keep track of their reading activities in their journal, the journal being a reflective and learning tool for the student. By reflecting on their reading activities, for example, students can look back in their journal and study unfamiliar words and their definitions that they encountered while reading. Further, the journal may help the student keep track of his or her reading progress by planning their reading time.

When accumulating relevant authentic reading material news sites and sites like www.howstuffworks.com provide a source of current affairs and vocational news. Home pages from these sites and provided search bars allow for easy navigation to news items concerning individual vocation interests. When searching for academic reading texts which relate to specific vocations, google scholar could be used or MBO teachers could contact HBO teachers for suggestions.

Assessment material will not only be implemented to assess but also as a tool to learn. These assessments could be revised by the student with a correction sheet to provide feedback. A second assessment will be used to determine if students need to focus on such as reading strategies before they do their final assessment. Choice of assessments may vary per MBO institution as each institution may have subscriptions with different assessment bureaus. One

bureau that all MBO institutions work with is "Centraal Ontwikkelde Examens" (COE) which stands for central developed examinations. The COE is used nationwide for the final examination of Dutch, English, and Mathematics. The English B2 reading exam can be applied for via a school's examination board, any results will be published on a student's diploma.

VII.   *Grouping – With whom are they learning?*

Students will be working in a variety of work forms. The work form chosen depends on the learning activity. With whom they will be working is in accordance with materials used in the lesson as outlined in the previous section. Timetable-wise, students will most probably be in a fixed class and any work forms will be with students from the same class.

FVR is an individual learning process however it is advised that students share their reading experiences when it comes to "questioning for clarification" and "cooperation" (see Appendix C). When forming FVR groups homogeneous groups, following genres read, students may be stimulated to read each others' books. Short exercises and extra guidance lesson material will be done individually. However, students are allowed to help each other as this has proven to be an effective way of learning (Ebbens & Ettekoven, 2013).

Lesson material is taken from "news and vocational texts" and would be taught in heterogeneous groups which rotate each lesson. A choice has been made for rotating these groups as some groups may contain weak and strong readers, and another time only strong readers or weak readers. This way, not only do weak readers learn from strong readers, but strong readers also learn from other strong readers who hopefully challenge each other at a metacognitive level. Work forms such as "thinking, sharing and exchanging" (Ebbens & Ettekoven, 2013) could be beneficial as students could learn from each other.

Orientating texts on academic reading and academic texts at a C1 level may prove to be demanding for students. Therefore, the first few texts approached need to be guided carefully

and preferably with the teacher in the lead. The aim of putting the teacher in the lead is to gradually ease the student into becoming familiar with academic texts. Once students can navigate through academic texts, working in pairs is an option. Working in pairs can be recommended if a teacher wishes to spend less time on starting up the lesson (Ebbens & Ettekoven, 2013) and given the length of academic texts class time management might be challenging.

The first two assessments will be completed individually. Yet, students will be handed back their assessment, together with answer sheets, so that they learn from what they did well and what needs to be improved. During this work form, students can help each other by discussing any questions they have, or observations made. The third and final assessment will be completed individually and handed in.

To sum up, with whom the students are learning varies per lesson. It will be up to individual teachers if they choose to use the work forms advised. Especially reading of academic texts will need to be monitored closely to see which work forms suit the individuals and the class as a whole.

VIII. *Location-Where are they learning?*

Students will be learning at an MBO institution in a formal setting. If these lessons are taught at a different location, could make rostering difficult and students would have to travel more. Yet, the recent COVID-19 measures have exposed students and educational institutions to online lessons. If rostering extra-curricular activity is difficult, institutions could opt for occasional online lessons.

IX. *Time-When are they learning?*

This extra-curricular course would ideally be offered in the second year of an MBO course. The third year may be a difficult year to implement this curriculum as most MBO

students sit their final exams this year. Whereas the first year of their MBO study students are still in an orientation phase of their future vocation and gaining affinity with their new study.

Assessment-How to assess their learning progress?

Students will be assessed three times with the aid of an examination instrument. The first two assessments will be completed individually, and the examination instrument can be different per institution. The third assessment is a B2 reading qualifying examination from the central bureau of education. If applied for, by the teacher and student, this examination can be noted on their diploma. Furthermore, students' journals will be assessed on their entries and how they evaluate their learning processes, stage four of the framework for strategies instruction (page 58). To ensure the continuation of students learning progress the five steps of Huzarin and Yufrizal (2019), illustrated in figure 4 (page 58), need to be implemented and guided by the teacher. Moreover, to ensure a sustainable learning cycle it is the teacher's task to prepare and implement these five steps. An example of how these 5 steps can be applied is provided in the teacher's guide in Appendix E.

8.4 Implementing the curriculum

To implement this extracurricular MBO ESL course several steps must be taken. The first step is applying for accreditation at SBB. Once the extracurricular activity has been accredited it will be converted into the standard format used by the SBB. This standard format will be the fundament for the development of a syllabus plan by an MBO department. When developing a syllabus it is advised that an English teacher is present together with an educationalist. Yapp et al., (2021), advise that a guest English teacher be employed when teaching the intervention as learning results tend to increase when a guest teacher teaches the intervention (Yapp, de Graaff, & van den Bergh, 2021).

After the syllabus has been finalized the English teacher can start writing a lesson plan for example using Van Gelders' Didactical Analyses Model. The actual reading material will

need to be inserted into the lesson plan after the teacher has been able to determine the students reading level, interests, background knowledge and what they need to be able to read texts (Arias, 2007). Yet, before being able to ask students the previous four questions students need to be motivated to enrol on the extracurricular ESL activity. Therefore the English teacher or mentor will have to find out which students aspire to continue their studies at a HBO and then promote the extracurricular activity. The extracurricular course could be promoted by, for example: making students aware of their reading skills by offering them HBO academic texts and making transparent what is expected of them at HBO level.

Throughout the course, the teacher will need to take the constructive alignment as presented by Briggs and Tang (2011) into account. By doing so the teacher can apply feedback and modify the syllabus and lesson plans accordingly. Thus creating a sustainable extracurricular course.

9. Conclusion

9.1 Present Study

The Dutch government has invested in modernising educational curriculums to meet the demands of the 21st century. A century in which employees need to adapt to the needs of a rapidly changing job market meaning they need to educate themselves throughout their lifetime. To cater for these needs, education institutions must ensure that students can transit from one institution to the next higher-level educational institution. Unfortunately, this transition is not always flawless. Research has indicated that MBO-4 students who make the transition to HBO face difficulties as indicated in this paper. MBO ESL levels do not seem to meet HBO requirements. This study focussed on creating an ESL reading curriculum at an MBO-4 level aiming to assist MBO graduates in bridging the MBO-HBO gap.

The main research question was "how can MBO-4 students benefit from reading interventions during their vocational education in preparation for a HBO study?". A literature review has indicated that MBO graduates who are poor readers benefit from reading interventions at a HBO level (Yapp, de Graaff, & van den Bergh, 2021). Yet students with a higher reading level profited more from the reading intervention. Yapp et al. (2021) stressed that not all poor readers were MBO graduates. To conclude, given that students who were better readers gained even better results than poor readers, MBO students who have improved their reading proficiency at an MBO level will benefit even more from reading interventions at a HBO level.

Sub questions one, two and three in this paper were answered via a questionnaire that was distributed amongst 45 participants (MBO graduates and MBO & HBO teachers). Findings indicate that MBO and HBO teachers postulate that MBO graduates have weaknesses with respect to their HAVO graduate counterparts. One of these weaknesses is a lower ESL reading level. The findings of teachers are not consistent with the attitude MBO graduates show toward their ESL language level. MBO students believe their ESL language levels are sufficient and only a minority would consider partaking in an MBO ESL extracurricular reading course. To conclude, the necessity to improve MBO-4 English reading is one more felt by teachers than MBO-4 graduates.

To conclude, the last sub-question was "what constitutes an effective MBO ESL extracurricular curriculum?" A curriculum should be organised according to three components i.e., firstly, formation of the vocational identity; secondly, authenticity; and thirdly "thematic and subject-orientated contents" (De Bruijn, 2017, p. 166). Material and sources offered should adhere to these criteria. Furthermore, FVR has a unique place in this curriculum as it enhances literacy levels, academic skills, empathy empowerment and language learning aptitude of a student (Krashen, 2004; Mol, 2011; Kramsch, 1996; Renandya, 2007).

This study has attempted to listen to the requests of two academic discussions. Firstly, the rapport "Curriculum.nu (2016)" asks tertiary education to ensure that 21st-century skills are embedded in their curriculums. By doing so, students are more prepared for an ever-changing society that expects a lifetime of education. The other academic discussion is derived from Yapp, de Graaff, & van den Bergh's (2021) article, "*Effects of reading strategy instruction in English as a second language on students" academic reading comprehension"*. Yapp et al.(2021) conclude with the hope that "L2 reading strategy interventions be extended to higher education institutions in the future". Though this extracurricular ESL reading curriculum is intended to be implemented at an MBO level, it attempts to help MBO students bridge the MBO-HBO gap.

9.3 Limitations and Future Recommendations

A serious limitation of this study is the limited number of participants. Despite the limitations, there are signals which coincide with previous research. An additional limitation is that a majority of the MBO graduates have a degree in the Tourism and Hospitality sector. Employees in this sector generally have a positive attitude to foreign languages, especially English, as their livelihood depends on it (Božinović & Joško, 2013). Personal teaching experience has provided insight that, for example, MBO car mechanics have a less positive attitude to ESL as they are more orientated towards technique rather than languages.

The last limitation to be noted concerning this study is that it is limited to MBO while ESL intervention at VMBO would be desired. Intervention at VMBO level would benefit students who wish to transfer to HAVO education. Research has indicated that this transition can be difficult for VMBO students (Bergstra-Klompmaker, 2012). Intervention at HBO level as conducted by Yapp, de Graaff, & van den Bergh (2021) have proved to be successful and therefore beneficial. Ideally, a curriculum ranging from VMBO, MBO to HBO, in which pedagogical and didactical approaches match, would be ideal for students who aspire to higher

education.

A separate note is made here concerning questions 8, 15 and 21 from the student's questionnaire and questions 7, 9 and 11 from the teacher's questionnaire. These questions refer to students' and teachers' attitudes with regards to the students' L1 language proficiencies, which in most cases is Dutch. In hindsight, these questions should not have been included in the questionnaire for this study as the results were not significant for the research questions.

In conclusion, a study conducted by Yapp et al. (2001), provides substantial evidence that MBO graduates attending an HBO institution benefit from reading interventions. Though HAVO graduates tend to benefit more from such an intervention due to their previous acquired HAVO reading experience. Therefore, it may be assumed that MBO graduates would profit more from an HBO reading intervention if they have had more MBO reading experience. By offering such a reading intervention at the MBO level, theoretically seen, MBO students could experience a smoother transition to HBO. An additional benefit would be if an extracurricular ESL reading course would integrate texts and assignments which stimulate meta-cognitive skills. These skills would in turn help students study for other courses.

This study has been conducted during the period that COVID-19 measures were imposed on Dutch society. These measures have made it more difficult to reach a bigger and more diverse group of participants as all lessons were online. There has been more reliance within my network. This is especially the case for the MBO graduate participants, as a majority of these are from my school. Personal interviews might have offered more insight into student and teachers' attitudes concerning the desirability of an ESL extracurricular reading curriculum. Despite the above-mentioned limitations, intentions to research the effects of small-scale reading intervention on MBO Tourism students had to be aborted. Due to online lessons and a lack of capacity to facilitate the B2 reading Central Exams. Due to these

limitations, future recommendations are desired. The first recommendation would be, to rerun the questionnaire with more participants. These participants would ideally consist of more MBO students from different disciplines, HBO students with an MBO diploma, MBO graduates who have decided not to continue their education, MBO teachers from different disciplines and more HBO teachers. Secondly, in addition to rerunning the questionnaire personal interviews would be desirable to determine for example, why MBO students believe their ESL proficiencies are good/sufficient while MBO and HBO teachers believe MBO students need to improve reading and writing proficiencies. Thirdly, to research the effects of a limited classroom reading intervention on MBO students who intend to continue their studies at a HBO level.

Despite these limitations, this study and potential integration of this curriculum give reason to believe that a reading intervention at an MBO- level will benefit students. Hopefully, MBO, HBO institutions as well as VMBO schools will invest in reading interventions to provide students with the opportunity to successfully embark on a lifetime of learning.

10.Bibliography

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11. Appendix

Appendix A. questionnaires

A.1 Students' questionnaire

Part one

Original informed consent in Dutch:

Wij willen je eerst bedanken omdat je mee wilt doen aan dit onderzoek. Dit onderzoek bestaat uit een aantal korte vragen. Hieronder staat beschreven hoe wij met jouw informatie om zullen gaan. De resultaten van deze vragenlijst zijn specifiek voor het onderzoek naar de behoefte voor een extra-curriculaire activiteit voor MBO Engels en Nederlands voor studenten die door willen stromen naar het HBO. Data verzameld door dit onderzoek zal gedepersonaliseerd worden voordat deze gedeeld worden met mede onderzoekers en/of gepubliceerd worden. Data zullen gedepersonaliseerd bewaard worden voor deze eventueel later na te kunnen kijken.

1

Algemene voorwaarden:
Gebruikte en bewaarde data zullen niet mijn naam of andere gegevens bevatten die terug naar mij kunnen verwijzen. Ik ben het er mee eens dat de data die verzameld worden door deze vragenlijst gebruikt kunnen worden in een publicatie.

◯ Ja, ik heb de voorwaarden gelezen en ben akkoord.

◯ Nee, enquête stopt.

Je participatie aan dit onderzoek is geheel vertrouwelijk.

Informed consent translated into English:

First, we would like to thank you for participating in this questionnaire. This questionnaire consists of some brief questions.

How we will manage your information is described below. The results of this questionnaire are specific for research concerning the need for an extra-curricular activity for MBO-English and Dutch for MBO students wishing to attend a HBO course. Data collected during this questionnaire will be depersonalised before it is shared with any other researchers or published.

---

1. Informed consent :
   Used and saved data will not contain my name or any other information that may refer back to me. I agree that any collected data during this questionnaire may be used in a publication.

   ○ Yes, I have read the informed consent and I agree

   ○ No, I have read the informed consent and disagree. The questionnaire stops

---

Part two:

2. Which secondary vocational training did you partake in?

3. In which city did you do your secondary vocational training?

4. Did you obtain a secondary vocational training diploma?

5. Would you like to go to HBO once you have your MBO diploma?

6. I do not think I would like to continue learning at a HBO level because…?

7. How do you think the transition from MBO to HBO will be for you?

8. Indicate below to what level you believe you master the Dutch and English language with respect to what is required from you at a HBO level.

9. Do you believe that HAVO, rather than MBO, would have prepared you better for a HBO education?

10. With the knowledge, you have now. Would you have attended an MBO extracurricular English course to prepare you for HBO?

11. With the knowledge, you have now. Would you have attended an MBO extracurricular Dutch course to prepare you for HBO?

Part three:

12. Am I studying at a HBO?

13. In which year are you of your study?

14. How was the transition for you from MBO to HBO?

15. Indicate below to what level you believe you master the Dutch and English language with respect to what is required from you at a HBO level.

16. Which previous education would you recommend to someone who wants to go to HBO?

17. With the knowledge, you have now. Would you have attended an MBO extracurricular English course to prepare you for HBO?

18. With the knowledge, you have now. Would you have attended an MBO extracurricular Dutch course to prepare you for HBO?

19. I did not further my education because…

20. How do you think the transition from MBO to HBO will be for you?

21. Indicate below to what level you believe you master the Dutch and English language with respect to what is required from you at a HBO level.

22. Do you believe that HAVO, rather than MBO, would have prepared you better for a HBO education?

23. With the knowledge, you have now. Would you have attended an MBO extracurricular English course to prepare you for HBO?

24. With the knowledge, you have now. Would you have attended an MBO extracurricular Dutch course to prepare you for HBO?

A.2 Teachers' questionnaire

Part one

Original informed consent in Dutch:

Ten eerste wil ik u bedanken dat u mee wil doen aan dit onderzoek. Het invullen van deze vragen duurt enkele minuten en zal van groot belang zijn voor mijn onderzoek. De resultaten van deze vragenlijst zijn specifiek voor het onderzoek naar de eventuele behoefte voor een extra-curriculaire activiteit voor Engels voor MBO studenten die door willen stromen naar het HBO. Data verzameld voor dit onderzoek zal gedepersonaliseerd worden voordat deze gedeeld wordt met mede onderzoekers en/of gepubliceerd wordt. Data zal gedepersonaliseerd bewaard worden voor eventuele nacontrole. Uw participatie aan dit onderzoek is geheel vertrouwelijk.

Mocht u vragen hebben naar aanleiding van dit bezoek, dan kunt u contact opnemen met Saskia de Bruin (email: s.g.c.s.debruin2@students.uu.nl)

Informed consent translated into English:

First, I would like to thank you for participating in this study. Filling in this questionnaire will cost you a few minutes and are of great importance to me for this study. The results of this questionnaire will be used to determine if there is a need for an MBO extra-curricular for English for students who wish to continue their studies at a HBO institution. Data collected during this study will be depersonalised before it is shared with fellow researchers or any form of publication. The depersonalized results will be stored in case there is a need for justification for this study. Your participation in this research is unanimous

The translation of the questionnaire for MBO and HBO teachers is identical except for the names MBO and HBO. In this translation where it reads MBO, you can also read HBO.

Part two:

1. How many years have you been teaching at an MBO?

2. In which place(s) do you teach?

3. Besides teaching at an MBO do you teach at one of the following institutions?

4. Which subject(s) do you teach?

5. Which teaching degree do you hold?

6. What is your highest level of Education?

   Part three:

7. Do you believe that a HAVO graduate masters the Dutch language sufficiently to attend a HBO?

8. Do you believe that a HAVO graduate masters the English language sufficiently to attend a HBO?

9. Do you believe that an MBO graduate masters the Dutch language sufficiently to attend a HBO?

10. Do you believe that an MBO graduate masters the English language sufficiently to attend a HBO?

11. To which degree do you believe an MBO student should improve the following Dutch language proficiencies to make the transition to HBO easier?

12. To which degree do you believe an MBO student should improve the following English language proficiencies to make the transition to HBO easier?

13. If an MBO student was to receive extra tuition to make the transition from MBO to HBO easier at which educational level should this occur?

14. To your opinion, which prerequisite educational level prepares a student better for HBO?

Part four:

15. Which strengths do you believe an MBO graduate experience(s) when he or she goes to a
    HBO?

16. Which weaknesses do you believe an MBO graduate experience(s) when he or she goes to a
    HBO?

Appendix B. Quantitative Questionnaire Results

MBO teachers n=14

	Which strengths do you believe an MBO student may experience when he/she attends a HBO education with respect to their HAVO counterparts?
1.	Internship – practical experience
2.	The MBO school system is more like the HBO school system compared to the HAVO system. Therefore, I believe that an MBO student will get used to the HBO system quicker than a HAVO student.
3.	More experience with practical skills, and more professional experience in the branch.
4.	A practical approach to matters
5.	Practical experience and professional knowledge
6.	Practical orientated
7.	Practical experience, experience in adult education, more independent.
8.	More practical experience, more experience with working independently and working in a practical manner, internship experience, professional exams
9.	Practical experience
10.	Working in a project-based learning environment
11.	Practical experience due to internships
12.	Age, sense of responsibility, independence, more discipline
13.	Completing an internship period is overall enrichment for the development of social and communicative skills.

14.	More internship experience, a larger network, and more life experience have already seen the difference between MBO and HBO functions during internships.

Which weaknesses do you believe an MBO student may experience when he/she attends a HBO education with respect to their HAVO counterparts?	
1.	Language and wisdom
2.	Most probably that the level will be attained faster, will go through the lesson material faster and more enrichment of the learning material will be experienced by the HAVO student as the HAVO student has more experience with this than the MBO student.
3.	Less abstract thinking level
4.	Weak theoretical background and lack of study skills.
5.	Language level
6.	Lacking study skills
7.	An MBO degree is focuses usually on one subject. A HAVO student has a more all-round education
8.	Fewer language lessons at a higher level, especially if marks for languages can be compensated. For example, marks for Dutch can compensate for English etc
9.	I believe that a HAVO student is more independent
10.	Can work out assignments more individual
11.	Lower language level, less theoretical background.
12.	Less general knowledge, less experience with theoretical learning
13.	In general, students are less well trained in reading diagnostic texts and looking up words that they do not know the meaning of.

14.	Processing larger amounts of lesson material independently, self-study, and taking the step from practical orientated MBO to the more theoretical HBO is too much for some MBO students. To bridge the gap some students, need to attend pre-bachelor classes during the summer holiday, HAVO students can usually skip these classes.

HBO teachers n=9

Which strengths do you believe an MBO student may experience when he/she attends a HBO education with respect to their HAVO counterparts?	
1.	More practical insight
2.	Practical experience
3.	Generally, they have gained practical experience during internships which allows them to place the lesson material in the right context. This is the case for students who have attained an MBO level 4 nursing diploma.
4.	Practical experience
5.	Gained practical experience
6.	They are a bit older and with more practical experience, they can apply the theoretical lesson material quicker.
7.	Practical experience and conversation skills
8.	An MBO student has more practical experience due to internships, due to this they have learnt to make appointments and to stick to these, prioritize etc. They are usually better and stronger in professional skills. Students are usually older and have more life experience.
9.	Have learnt to work in groups more than HAVO students and to produce professional based assignments

	Which weaknesses do you believe an MBO student may experience when he/she attends a HBO education with respect to their HAVO counterparts?
1.	Not enough reading comprehension skills and language understanding
2.	None
3.	No Idea
4.	Not enough background information
5.	Fundamental knowledge
6.	Reading and writing skills are less developed and coping with large amounts of lesson material/ texts.
7.	The amount of material that needs to be read and prepared, the pace and independent work attitude
8.	More difficulty with language and study skills which are expected of them at a HBO level, and which is expected of them.
9.	Less knowledge of reading/writing of 'academic' texts, less knowledge of (meta)cognitive skills.

Appendix C. CALLA learning strategies (Chamot & O'Malley, 1996, p. 265)

Table of Learning strategies taught in the Cognitive Academic Language Learning Approach (Chamot & O'Malley, 1996, p. 265)

Strategy	Description	Definition
Metacognitive strategies:		
Planning: **Advance organization**	Preview Skim Gist	Previewing the main ideas and concepts of a text, identifying the organizing principle
Organizational planning	Plan what to do Outline	Planning how to accomplish the learning task. planning the parts and the sequence of ideas to express
Selective attention	Listen or read selectively Scan Find specific information	Attending to keywords, phrases, ideas, linguistic markers, types of information
Self-management	Plan when, where, and how to study	Seeking or arranging the conditions that help one learn
Monitoring: **Monitoring comprehension**	Think while listening Think while reading	Checking one's comprehension during listening or reading
Monitoring production	Think while speaking Think while writing	Checking one's oral or written production while

		it is taking place
Evaluating: **Self-assessment**	Check back Keep a learning log Reflect on what you learned	Judging how well one has accomplished a learning task
Cognitive strategies: **Resourcing**	Use reference materials	Using reference materials such as dictionaries, encyclopaedias, or textbooks
Grouping	Classify Construct graphic organizers	Classifying words, terminology, quantities, or concepts according to their attributes
Note taking	Take notes on idea maps, T-lists, semantic webs, etc.	Writing down keywords and concepts in abbreviated verbal, graphic, or numerical form
Elaboration of prior knowledge	Use what you know Use background knowledge Make analogies	Relating new to known information and making personal associations
Summarizing	Say or write the main idea	Making a mental, oral, or written summary of information gained from listening or reading
Detection/induction	Use a rule/make a rule	Applying or figuring out rules to understand a concept or complete a learning task

Imagery	Visualize Take a picture in your head	Using mental or real pictures to learn new information or solve a problem
Auditory representation	Record yourself, mentally or on a phone or laptop Listen to yourself again Use context clues Guess from context Predict	Replaying mentally a word, the phrase, or piece of information Making inferences using the information in the text to guess the meanings of new items or predict upcoming information
Social/affective strategies: **Questioning for clarification**	Ask questions	Getting additional explanation or verification from a teacher or other expert
Cooperation	Cooperate Work with classmates Coach each other	Working with peers to complete a task, pool information, solve a the problem, or get feedback
Self-talk	Think positive Talk yourself through it	Reducing anxiety by improving one's sense of competence

Note: Taken and revised from Chamot & O' Malley 1996

Appendix D. Link's learning material

Table 15: Links to internet sites for learning material

Free voluntary reading:
https://www.fluentu.com/blog/english/best-books-to-learn-english/   https://examenbundel.nl/artikel/lezen-voor-de-lijst-engels   https://www.bibliotheekzuidkennemerland.nl/dam/bestanden/collectie/jeugd/leeslijst-engels-vo-bzk-2017-18.pdf
Short warming up exercises (B1, B2 & C1 levels):
https://learnenglish.britishcouncil.org/skills/reading/upper-intermediate-b2   English Grammar Online - free exercises, explanations, vocabulary, dictionary and teaching materials (ego4u.com)   https://www.cambridgeenglish.org/learning-english/activities-for-learners/?skill=reading
News and vocational texts (B2& C1 level):
https://www.howstuffworks.com/   https://www.britishcouncil.org/   https://www.euronews.com/tag/tourism   https://www.euronews.com/   https://www.reuters.com/   https://www.aljazeera.com/

Orientating texts on academic reading & Academic texts (C1 level):

https://courses.lumenlearning.com/suny-fmcc-english1/chapter/reading-academic-texts/

https://scholar.google.com/ + name of vocation training

Assessment material:

https://oefenen.facet.onl/facet/pages/oefen/mbo/?menu=3_2

https://www.bureau-ice.nl/

Centraal ontwikkelde examens (COE) B2

Various online methods provide B2 assessment material

<u>Lesson one:</u>

Reading assignment

Short story: "The Hanging" by George Orwell
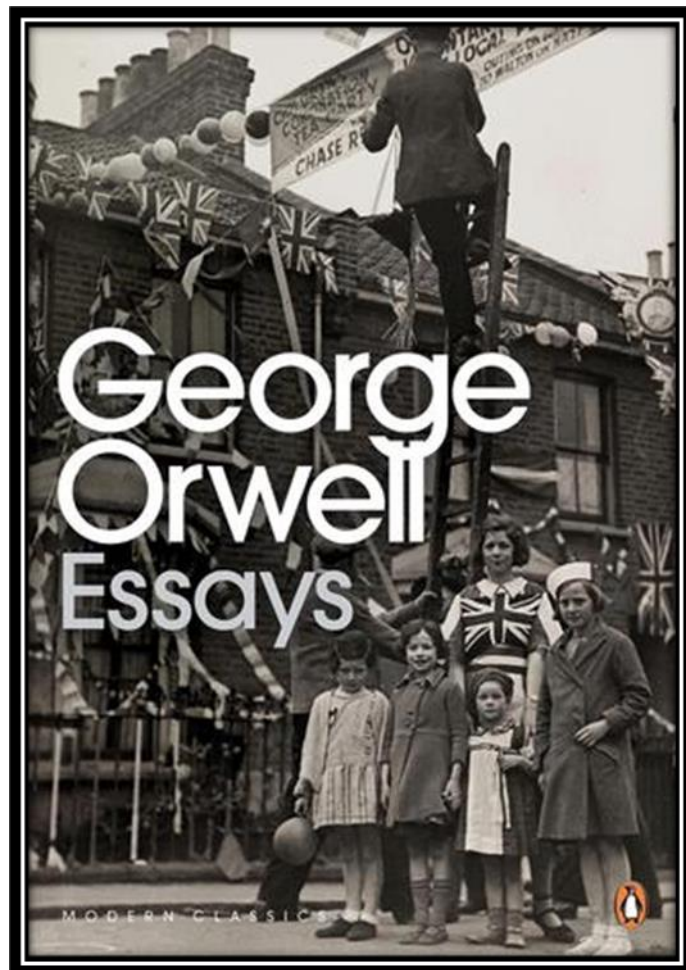
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Preface

This assignment contains two parts: part one a theoretical justification of the proposed lesson and part two, is the actual assignment as it would be presented to a teacher and students.

1. Theoretical justification reading lesson

The three reading strategies integrated into this assignment are as follows: Bottom-up (LaBerge, 1974), top-down (Smith, 2004) and predictive reading (Paris, 1983). The objective of this lesson is: to make students aware that they can use reading strategies when reading a text.

1.1 Determining rationale for culturally-based literature lesson material

The reading material offered in this lesson incorporates cross-culturally based literature. Mulder & Fasoglio (2009) and Kramsch (1996), indicate that teachers consider literature embedding intercultural content as important. Moreover, Kramsch (1996), argues the importance of offering students cross-cultural literature to help them understand other cultures. However, such literature seems to lack in the MBO ESL classroom as literature, let alone, culturally-based literature is not part of the required curriculum (examenbladmbo, 2021).

1.2 Choice of reading text

Taken together the above two arguments have led to designing a reading lesson based on an essay written by George Orwell, 'A Hanging', first published in 1931. George Orwell depicts the hanging of a Hindu man, in Burma, who maintains his dignity during his final walk to the gallows. Burma is a former colony of Britain, where English has become one of the two major languages.

Moreover, 'A Hanging' portrays a 'humanistically orientated, cultural "content"'. In between the lines the topics of imperialism, cultural identity, and personal identity is evident in George Orwell's observation of the hanging in Burma. For this reason, this text can be read in a cultural component (Kramsch,1996). A transcribed speech by one of the Burmese natives indicates the influence of Western European dominance:

'-Kindly take one of my cigarettes, sir. Do you not admire my new silver case, sir? From the boxwallah, two rupees eight annas. Classy European style.'

This quote reveals how a Burmese native pride his latest 'European style' cigarette case. The above quote is a cue line for an English teacher to put the essay into an intercultural context which is referred to as sixth language proficiency (Mulder & Fasoglio,2009).

1.3 Determining the language level of text

Like Mulder and Fasoglio (2009) the CEFR places the importance on understanding the intercultural aspect of reading as it improves the playing grounds for the improvement of living:

"In an intercultural approach, it is a central objective of language education to promote the favourable development of the learner's whole personality and sense of identity in response to the enriching experience of otherness in language and culture. It must be left to teachers and the learners themselves to reintegrate the many parts into a healthily developing whole".

Having discussed the motivation for the choice of essay the next move is to define at which level within the Dutch educational system 'A Hanging' might be best suited. Firstly, the reading level of the essay will be viewed in the light of two different instruments: one at a macro curriculum level and the other at a supra curriculum level (Thijs,2009).

The differentiation of Witte's (2009) literature levels is a macro curriculum level instrument easily accessible for both students and teachers on www.lezenvoordelijst.nl. Given

the criteria of the six different reading levels, the sixth level is the highest attainable level, the essay 'A Hanging' seems to fit in in the fifth reading level (Witte, 2009). The fifth level refers to literature that stimulates the reader to look even further than the theme and structure of the text. Additionally, it stimulates the reader to pursue the cultural-historical background of literature. The insight gained by reading literature at this level raises the reader's awareness that literature contributes to the understanding of historical events and forming cultural identity (Witte,2009).

Another language teaching macro level and more specifically for the modern foreign languages is that of the exam program for both HAVO and VWO (www.examenblad.nl). Under domain E 3 students are required to place literature within a historical perspective. Given the space and time to develop a trajectory for Domain E3 a further elaboration on the work of George Orwell would be integrated. Literature that comes to mind is 'Homage to Catalonia' and '1984' as both books give an account of the war, propaganda individual development in turbulent times.

Secondly, at a supra level (Thijs, 2009) the CEFR provides a scale for Dialang scores, Dialang being a measuring instrument to determine individual CEFR levels. Readers obtaining a B2 level in reading are at a level where they:

*'… can understand articles and reports about contemporary issues when the writer takes a particular position on a problem or expresses a particular viewpoint.' (*www.coe.int *p.235)*

To conclude, the text chosen for this assignment can be taught at a B2 level. A problem resides that B2 is not required for MBO4 (examenbladmbo, 2021) however, for the training 'Travel' MBO4 reading is required to be examined at B2 level. Training that requires students to learn how to communicate with individuals from different countries, cultures, and languages. A note of advice for the teacher would be to integrate a brief account of British imperialism in Burma and how the English language became integrated into the British colonies.

2. Reading assignment

The goal of this part is to present the actual alternative reading lesson. The text, handout for the student (including a student feedback form), and teacher's guide have been added as respectively appendix one, two, and three. Below a few aspects of the curricular spider web have been elaborated on to give an overall view of the alternative lesson provided in the appendix.

2.1 Curricular spider web

Rationale: Students are learning to read a text using two different reading strategies. Furthermore, the intercultural aspect of this text makes the student aware of cultural differences in former British colonies. The student needs to be able to distinguish the main points from a foreign language text. One of the most efficient ways to be able to distinguish the main points is by asking the student to summarize or rephrase what he has read (Kwakernaak, 2015). In accordance with Kwakernaak rephrasing or summarizing is more beneficial if done in the mother tongue as comprehension skills are being measured and not reading skills. When it comes to lengthy and complex texts Kwakernaak advises using short notes, bullet-style, to keep track of the main point read. These notes can be jotted down in either mother tongue, the modern foreign language being taught or a mixture of these (Kwakernaak,2015)

Furthermore, when it comes to reading teachers often require students to read parts of the text aloud, practising verbal skills rather than comprehension. Cognitively seen by asking the student to read aloud he is more focused on the actual pronunciation of the words read than what they mean. This is not beneficial for the actual comprehension of what has been read (Kwakernaak,2015). Taking the above factors into account this alternative assignment asks the student to read part of the text silently and summarize using bullet-style notes.

Moreover, reading strategies as presented by LaBerge & Samuels (1974) and Paris, Lipson & Wixson (1983) have provided the blueprint for this exercise. LaBerge & Samuels (1974) bottom-up reading theory claims that a reader benefits from quick and accurate reading skills. Quick and accurate reading leads the reader to realize the main idea of what he has read. Whereas *Paris, Lipson & Wixson* discuss that reading strategies are tools for reading for example, 'skimming, learning words using the surrounding known words and taking notes (summarizing)'. These reading strategies assist the reader to form the main thought of the read text at a metacognitive level.

Aims and objectives: The goal of the lesson is to make students aware of different reading strategies. An objective is that students become acquainted with British literature and the cultural influences in a former colony.

Teachers' role: Initially the teacher facilitates the student by introducing the literature text and its cultural context after this role of the teacher is primarily that of a coach. Students are required to work in a student-based work form known as the *three steps interview* (Ebbens, 2013 p.76) during which the teacher offers help where needed and observes the student's work process. The three-step interview has been chosen as a work form as characteristically this work form promotes mutual independence and individual accountability (Ebbens, 2013 p.77).

Materials and resources: The students are given a text which is initially split into four even parts. Students are given instructions and background information by the teacher.

Assessment: The student will not be assessed by an individual test as the aim of this lesson is not to measure reading comprehension but to make the student aware of reading strategies and the intercultural context of the read text. The assignment asks the student to rephrase and summarize using short notes in a word spin with three other students, this being the most efficient way to distinguish the main points (Kwakernaak, 2015). These notes can be jotted down in either mother tongue, the modern foreign language being taught or a mixture of these

(Kwakernaak,2015). The teacher will take in all spider webs designed by the students to judge if the main points have been filtered out of the text. The actual feedback that students are given is that of their peers hence, the initial assessment occurs at a nano level. As well as feedback from the teacher, the amount of feedback provided by the teacher can vary individually. The teacher's role is to coach the students during the lesson and therefore students who need more coaching will receive more feedback. Essential is that positive feedback is provided during the fourth stage 'evaluation of the strategic learning process.

Reading text

George Orwell

A Hanging

It was in Burma, a sodden morning of the rains. A sickly light, like yellow tinfoil, was slanting over the high walls into the jail yard. We were waiting outside the condemned cells, a row of sheds fronted with double bars, like small animal cages. Each cell measured about ten feet by ten and was quite bare within except for a plank bed and a pot of drinking water. In some of them brown silent men were squatting at the inner bars, with their blankets draped round them. These were the condemned men, due to be hanged within the next week or two.

One prisoner had been brought out of his cell. He was a Hindu, a puny wisp of a man, with a shaven head and vague liquid eyes. He had a thick, sprouting moustache, absurdly too big for his body, rather like the moustache of a comic man on the films. Six tall Indian warders were guarding him and getting him ready for the gallows. Two of them stood by with rifles and fixed bayonets, while the others handcuffed him, passed a chain through his handcuffs and fixed it to their belts, and lashed his arms tight to his sides. They crowded very close about him, with their hands always on him in a careful, caressing grip, as though all the while feeling him to make sure he was there. It was like men handling a fish which is still alive and may jump back into the water. But he stood quite unresisting, yielding his arms limply to the ropes, as though he hardly noticed what was happening.

Eight o'clock struck and a bugle call, desolately thin in the wet air, floated from the distant barracks. The superintendent of the jail, who was standing apart from the rest of us, moodily prodding the gravel with his stick, raised his head at the sound. He was an army doctor, with a grey toothbrush moustache and a gruff voice. 'For God's sake hurry up, Francis,' he said irritably. 'The man ought to have been dead by this time. Aren't you ready yet?'

Francis, the head jailer, a fat Dravidian in a white drill suit and gold spectacles, waved his black hand. 'Yes sir, yes sir,' he bubbled. 'All iss satisfactorily prepared. The hangman iss waiting. We shall proceed.'

'Well, quick march, then. The prisoners can't get their breakfast till this job's over.'

We set out for the gallows. Two warders marched on either side of the prisoner, with their rifles at the slope; two others marched close against him, gripping him by arm and shoulder, as though at once pushing and supporting him. The rest of us, magistrates and the like, followed behind. Suddenly, when we had gone ten yards, the procession stopped short without any order or warning. A dreadful thing had happened — a dog, come goodness knows whence, had appeared in the yard. It came bounding among us with a loud volley of barks, and leapt round us wagging its whole body, wild with glee at finding so many human beings together. It was a large woolly dog, half Airedale, half pariah. For a moment it pranced round us, and then, before anyone could stop it, it had made a dash for the prisoner, and jumping up tried to lick his face. Everyone stood aghast, too taken aback even to grab at the dog.

'Who let that bloody brute in here?' said the superintendent angrily. 'Catch it, someone!'

A warder, detached from the escort, charged clumsily after the dog, but it danced and gambolled just out of his reach, taking everything as part of the game. A young Eurasian jailer picked up a handful of gravel and tried to stone the dog away, but it dodged the stones and came after us again. Its yaps echoed from the jail wails. The prisoner, in the grasp of the two warders, looked on incuriously, as though this was another formality of the hanging. It was several minutes before someone managed to catch the dog. Then we put my handkerchief through its collar and moved off once more, with the dog still straining and whimpering.

It was about forty yards to the gallows. I watched the bare brown back of the prisoner marching in front of me. He walked clumsily with his bound arms, but quite steadily, with that bobbing gait of the Indian who never straightens his knees. At each step his muscles slid neatly into place, the lock of hair on his scalp danced up and down, his feet printed themselves on the wet gravel. And once, in spite of the men who gripped him by each shoulder, he stepped slightly aside to avoid a puddle on the path.

It is curious, but till that moment I had never realized what it means to destroy a healthy, conscious man. When I saw the prisoner step aside to avoid the puddle, I saw the mystery, the unspeakable wrongness, of cutting a life short when it is in full tide. This man was not dying, he was alive just as we were alive. All the organs of his body were working — bowels digesting food, skin renewing itself, nails growing, tissues forming — all toiling away in solemn foolery. His nails would still be growing when he stood on the drop, when he was falling through the air with a tenth of a second to live. His eyes saw the yellow gravel and the grey walls, and his brain still remembered, foresaw, reasoned — reasoned even about puddles. He and we were a party of men walking together, seeing, hearing, feeling, understanding the same world; and in two minutes, with a sudden snap, one of us would be gone — one mind less, one world less.

The gallows stood in a small yard, separate from the main grounds of the prison, and overgrown with tall prickly weeds. It was a brick erection like three sides of a shed, with planking on top, and above that two beams and a crossbar with the rope dangling. The hangman, a grey-haired convict in the white uniform of the prison, was waiting beside his machine. He greeted us with a servile crouch as we entered. At a word from Francis the two warders, gripping the prisoner more closely than ever, half led, half pushed him to the gallows and helped him clumsily up the ladder. Then the hangman climbed up and fixed the rope round the prisoner's neck.

We stood waiting, five yards away. The warders had formed in a rough circle round the gallows. And then, when the noose was fixed, the prisoner began crying out on his god. It was a high, reiterated cry of 'Ram! Ram! Ram! Ram!', not urgent and fearful like a prayer or a cry for help, but steady, rhythmical, almost like the tolling of a bell. The dog answered the sound with a whine. The hangman, still standing on the gallows, produced a small cotton bag like a flour bag and drew it down over the prisoner's face. But the sound, muffled by the cloth, still persisted, over and over again: 'Ram! Ram! Ram! Ram! Ram!'

The hangman climbed down and stood ready, holding the lever. Minutes seemed to pass. The steady, muffled crying from the prisoner went on and on, 'Ram! Ram! Ram!' never faltering

for an instant. The superintendent, his head on his chest, was slowly poking the ground with his stick; perhaps he was counting the cries, allowing the prisoner a fixed number — fifty, perhaps, or a hundred. Everyone had changed colour. The Indians had gone grey like bad coffee, and one or two of the bayonets were wavering. We looked at the lashed, hooded man on the drop, and listened to his cries — each cry another second of life; the same thought was in all our minds: oh, kill him quickly, get it over, stop that abominable noise!

Suddenly the superintendent made up his mind. Throwing up his head he made a swift motion with his stick. 'Chalo!' he shouted almost fiercely.

There was a clanking noise, and then dead silence. The prisoner had vanished, and the rope was twisting on itself. I let go of the dog, and it galloped immediately to the back of the gallows; but when it got there it stopped short, barked, and then retreated into a corner of the yard, where it stood among the weeds, looking timorously out at us. We went round the gallows to inspect the prisoner's body. He was dangling with his toes pointed straight downwards, very slowly revolving, as dead as a stone.

The superintendent reached out with his stick and poked the bare body; it oscillated, slightly. '*He*'s all right,' said the superintendent. He backed out from under the gallows, and blew out a deep breath. The moody look had gone out of his face quite suddenly. He glanced at his wrist-watch. 'Eight minutes past eight. Well, that's all for this morning, thank God.'

The warders unfixed bayonets and marched away. The dog, sobered and conscious of having misbehaved itself, slipped after them. We walked out of the gallows yard, past the condemned cells with their waiting prisoners, into the big central yard of the prison. The convicts, under the command of warders armed with lathis, were already receiving their breakfast. They squatted in long rows, each man holding a tin pannikin, while two warders with buckets marched round ladling out rice; it seemed quite a homely, jolly scene, after the hanging. An enormous relief had come upon us now that the job was done. One felt an impulse to sing, to break into a run, to snigger. All at once everyone began chattering gaily.

The Eurasian boy walking beside me nodded towards the way we had come, with a knowing smile: 'Do you know, sir, our friend (he meant the dead man), when he heard his appeal had been dismissed, he pissed on the floor of his cell. From fright. — Kindly take one of my cigarettes, sir. Do you not admire my new silver case, sir? From the boxwallah, two rupees eight annas. Classy European style.'

Several people laughed — at what, nobody seemed certain.

Francis was walking by the superintendent, talking garrulously. 'Well, sir, all hass passed off with the utmost satisfactoriness. It wass all finished — flick! like that. It iss not always so — oah, no! I have known cases where the doctor wass obliged to go beneath the gallows and pull the prisoner's legs to ensure decease. Most disagreeable!'

'Wriggling about, eh? That's bad,' said the superintendent.

'Ach, sir, it iss worse when they become refractory! One man, I recall, clung to the bars of hiss cage when we went to take him out. You will scarcely credit, sir, that it took six warders to dislodge him, three pulling at each leg. We reasoned with him. "My dear fellow," we said, "think of all the pain and trouble you are causing to us!" But no, he would not listen! Ach, he wass very troublesome!'

I found that I was laughing quite loudly. Everyone was laughing. Even the superintendent grinned in a tolerant way. 'You'd better all come out and have a drink,' he said quite genially. 'I've got a bottle of whisky in the car. We could do with it.'

We went through the big double gates of the prison, into the road. 'Pulling at his legs!' exclaimed a Burmese magistrate suddenly, and burst into a loud chuckling. We all began laughing again. At that moment Francis's anecdote seemed extraordinarily funny. We all had a drink together, native and European alike, quite amicably. The dead man was a hundred yards away.
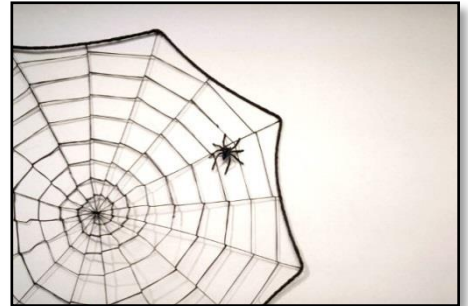
Appendix 2: Student Hand out and feedback form

Assignment for 'A Hanging'

Lesson goal:

Practising reading strategies and introducing intercultural
literature.

Sub goals:

- The student can distinguish the main points in a literary text (B2 CEFR
  level).
- Students can relate to the main theme in a lengthy essay

Situation:

The teacher will ask you to form groups of four. Each group will receive an envelope
containing four envelopes, one for each student. On the table, one A1 format piece of paper is
laid out together with four markers.

To do:

1. The teacher will instruct you when to open the envelope and to individually read the text within three minutes
   (underline any words you do not know the meaning of).
2. After three minutes you put down the text and jot down what you remember reading.
3. Students with texts 1 and 2 will exchange texts as will students with texts 3 and 4.
4. Once again you read the text in three minutes and jot down what you have read.
5. Students with texts 1 and 2 discuss what they have read and written down the main points on the A1 piece of
   paper. Students with texts 3 and 4 do the same
6. Now the student who initially read text 1 tells the rest of the group what the text was about, then the student who
   read text 2 tells the group what he has read and the same goes for the readers of texts 3 and 4
7. Once everyone has had their say, the storyline of the essay has been established and the spider web has been
   filled in.
8. Students discuss the words they have underlined in the texts and discuss or look up the meaning of the words
   underlined.
9. Students give each other feedback with the provided feedback forms. The students who read texts 1 and 2 provide
   each other with feedback and students who read texts 3 and 4 provide each other with feedback. You have 3
   minutes of thinking and writing time.
10. Students tell each other what they have written down to each other, and after 3 minutes you swap.
11. Students exchange feedback forms and students write down on the form what they have learnt from this exercise
    and what they want to improve on when it comes to reading strategically.

12. The teacher will initiate classroom discussion about the text, take in the spider webs and ask students to digitalize feedback forms, write words they did not know the meaning of and upload these in the Electronic Learning Environment used at school.

Homework:

Read the complete text on http://www.arvindguptatoys.com/arvindgupta/orwellburma.pdf (link has been placed in the Electronic Learning Environment (ELO) under B2 reading assignments). Next lesson class debate (speaking assignment) on the pros and cons of implementing a common language in British colonies. Further instruction can be found in ELO under B2 speaking.

Feedback Form

♣♠**Feedback ♥♦**	
From: For: Date:	
☺ Tops: what I think you did well.	
♣ Tips: what my advice is to you.	
! /?: any further comments	
♥♦♠♣ What have I learnt: What I want to improve:	
Vocabulary: Write down difficult words and their definition	

12.

Appendix 3: Teachers' guide

The teacher's guide has been written following the "framework for strategies instructions" (Huzairin & Yurfrizal, 2019).

Step 1: Preparation

Print work: Before the lesson the teacher prints the text of 'A Hanging' and splits it into 4 equal parts. You need to calculate how many groups of students will be in the class and prepare that number of envelopes. Each envelope contains 4 smaller envelopes containing ¼ of the text together with a blank piece of paper for the student to write down notes. One envelope contains the first part of the text, the second piece of the text, the third envelope third piece and the fourth envelope the final part of the text.

Tables: Arrange the tables in groups of four such that the students sit 'toe to toe, nose to nose. On each table, an envelope containing the text, divided into four equal parts is placed, together with one piece of A1 paper and four markers.

Lesson

Students enter: The teacher welcomes students and tells them to sit in groups of four.

Instruction: There are two rounds to the lesson. One is discussing the texts in 'three-step interviews' and the other is students providing mutual feedback in duos.

Step 2: Presentation

Round one:

1. The teacher reveals the lesson goal, gives a brief introduction to the history of British colonies and George Orwell
2. Explain to students the reading strategies "bottom-up reading, skimming, learn word meanings using its context and taking notes" (see, the theoretical justification of this assignment)
3. Provide students with examples of the above reading strategies

Step 3: Practice

4. Instruct students to open the envelope and distribute the four envelopes and open these
5. Instruct students to read text within two minutes
6. After two minutes tell students to put down text and to jot down what they remember reading
7. Students with texts 1 and 2 are instructed to exchange texts as will students with texts 3&4
8. Once again students are given two minutes to silently read the text and after that asked to write down a quick summary using keywords that they have read. By summarizing students internalize effective learning strategies. The focus should be on the reading strategy and not spelling as this is not the goal of this exercise.

9. Instruct students with texts 1 and 2 to discuss what they have read and to write down the main points on the A1 piece of paper. Students with texts 3 and 4 are asked to do the same. By reading aloud what students have written down they are once more internalizing their reading strategy.

10. Students who initially read text 1 are asked to tell the rest of the group what they read in their own words. Respectively, the student who read texts 2,3 and 4 tells the group what he or she has read. By exchanging thoughts on the other texts, students listen to how their colleagues might have applied different reading strategies. Therefore, they may encounter and learn different reading strategies.

11. After eight minutes teacher instructs students to round up their talks.

Step 4: Evaluation

Round two:

1. Give students instructions about the feedback form

2. Students who read texts 1 and 2 provide each other feedback and respectively students who read texts 3 and 4 provide each other feedback. The teacher clocks five minutes

Step 5: Expansion

3. After having given feedback students write down what they have learnt from this exercise

4. The teacher will initiate classroom discussion about the text, take in the spider webs and ask students to digitalize feedback forms and upload these to the ELO

5. The homework assignment is explained, and the contents of the next lesson are revealed. Homework and contents of the next lesson are as follows: Students are asked to read the complete text on: http://www.arvindguptatoys.com/arvindgupta/orwellburma.pdf (ELO under B2 reading). Next lesson: class debate (speaking assignment) on the pros and cons of implementing a common language in British colonies. Place further instruction in Bb under B2 speaking.