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Proud to be tvmbos

Teachers' and students' opinions about good practice in bilingual junior secondary vocational education (tweetalig vmbos)

Rosie Tanner
Rick de Graaff

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Foreword

Teaching in bilingual junior secondary vocational education or bilingual tvmbó is special: it's different. Students who choose vmbo learn in different ways from those in bilingual vwo (pre-university education) or havo (senior general secondary education): they need more variety in terms of activity and are motivated by real-life tasks and personal contact. They like to move and to make and to create. So teaching these students in English is also different.

This research project aims to look at good practice in tvmbó: What is working now? What skills and knowledge do tvmbó teachers need? What works in the classroom? What type of European and International Orientation (EIO) is appropriate for tvmbó? It is written for schools which have just started or which are considering starting a tvmbó stream and which are interested to know what type of bilingual education is appropriate and effective for vmbo students.

Bilingual education has been part of the Dutch education system since 1989, there being 123 schools with 150 bilingual departments at the time of writing. The first school to start experimenting with bilingual junior secondary vocational (or tvmbó) departments began in 2004 and in the past few years there has been a movement to introduce bilingual education into more vmbo departments. The first 'official' tvmbó streams opened in 2009. There are now fourteen schools which have already started bilingual education in vmbo: twelve of these schools teach through English, and two through German. The growing network of interested schools which have started or which are considering starting bilingual education in vmbo – members of the tvmbó network - numbers twenty-seven schools.

Anna van Rijn College in Nieuwegein invited the Centre for Teaching and Learning (ex-IVLOS) at Utrecht University to carry out this short-term (200 hour) research project on behalf of the network of tvmbó schools in order to look at good practice in tvmbó. The research question was *Welke handreikingen voor succesvolle vormen van tweetalig vmbo (tvmbó) kunnen gegeven worden op basis van onderzoek en ervaring?* or, in translated loosely into English, *What are teachers' and students' opinions about good practice in bilingual junior secondary vocational education?*

N.B. For ease of reading we refer throughout this book to students learning in English; the results of the research project apply equally to schools in the Netherlands teaching bilingually through German.

Acknowledgments

Our heartfelt thanks go to Leo van Putten from Anna van Rijn College in Nieuwegein and chair of the network for bilingual junior secondary vocational (tvmbo) schools. Thanks, Leo, for supporting our research project and for your boundless enthusiasm, energy, patience and positivity regarding bilingual education for vmbo students.

Thanks, too, to the five partner schools where tvmbo is being developed and where the interviews were carried out: Anna van Rijn College in Nieuwegein, CSG Calvijn College Groenehart in Barendrecht, Farel College in Ridderkerk, Lorentz Lyceum in Arnhem and RSG Slingerbos-Levant in Harderwijk.

We are also very grateful to all the teachers and students from schools in the network who shared their ideas about best practice in bilingual junior secondary vocational schools in the online surveys.

Personal thanks go to Henry Buiten, Anne-Marieke de Jong, Femke Logman and Leo van Putten from Anna van Rijn College for feedback regarding the development of the online survey and to Leo, Mariska van den Bos from Lorentz Lyceum and our colleague Jason Skeet for commenting on an earlier version of this book.

Utrecht, June 2011

Rosie Tanner and Rick de Graaff

Summary

The Centre for Teaching and Learning at Utrecht University carried out a short-term research project into good practice in bilingual junior secondary vocational education (tvmbo), initiated by the Anna van Rijn College in Nieuwegein.

Our research question was: *Welke handreikingen voor succesvolle vormen van tweetalig vmbo (tvmbo) kunnen gegeven worden op basis van onderzoek en ervaringen?*, loosely translated into English as, *What are teachers' and students' opinions about good practice in bilingual junior secondary vocational education?*

The research project consisted of both a theoretical and a practical part. At the start of the project, a short literature survey was carried out in order to find out what experience there is of bilingual junior secondary vocational education and bilingual vocational education around the world and what can be learned from these. Furthermore, we also looked at some literature in the Netherlands related to teaching methodology dealing with the language element in subject lessons or, in Dutch, *taalgericht vakonderwijs*. Literature was also read about teaching methodology in secondary bilingual education around the world.

The practical part of the research project which followed consisted of a number of activities in partnership with our five partner schools, as follows.

Firstly, the five bilingual coordinators (TTO – or *tweetalig onderwijs* - coordinators) completed a short factual online survey which gathered information such as reasons for starting tvmbo, the aims of their tvmbo departments and facts about numbers of students and classes, and subjects taught in English.

Secondly, interviews were designed as a result of the literature search and our experience at tvmbo schools. Teachers, students, coordinators and management at five tvmbo schools were interviewed about what they considered good practice to be at tvmbo.

Thirdly, during the visits for the interviews, a number of teachers who were working with tvmbo students were observed.

Finally, the interview and observation results from the five schools were used to create two online surveys, in order to gather a greater amount of data about good practice in tvmb: one for teachers working in tvmb and one for students.

In this report we describe the research process and the results of the research project.

From the literature we see that bilingual education is suitable for vmbo students, and that we can predict that their academic performance in English will probably be better than their peers in regular vmbo. Further, their academic performance in Dutch will probably not be negatively affected. Schools need to pay close attention to both Dutch and English language development and to the development of their teachers as language teachers.

The surveys and interviews show there are different ways of organizing tvmb, but at this stage of the development of tvmb no clear conclusions can be drawn about how best to organize a bilingual stream in vmbo. The two possible models of working in the form of projects and teaching a number of subjects in English in regular classes both seem to work well.

Schools choose to start tvmb for several reasons: mainly to support students in their future workplaces, to provide opportunities for vmbo students and to carry out internationalization. There are different reasons why students choose tvmb: teachers believe that students choose the school or that parents choose for them, but the students themselves indicate that they want to learn English for their future and because it is a world language.

What we discovered during this research project is that tvmb is motivating for both tvmb students and their teachers. There are many advantages of CLIL (content and language integrated learning) for bilingual tvmb, such as the preparation of students for their future careers and cross-cultural communication with and understanding of other English speakers in the world, which students are aware of.

There are many classroom strategies which are relevant for tvmb students. A cross-curricular approach helps to recycle material and language skills. Collaboration between subject and language teachers is an effective way of working in tvmb, also because topics and language are recycled and reinforced. Interesting internationalization activities and linking work in the classroom to real life both help students to understand reasons for learning and provide more motivation and reasons to use English.

The concentration span of tvmbos students is short, so structured lessons with a variety of short activities are the most effective. The activities which teachers and students believe help them to learn most effectively are hands-on and creative activities which include a lot of visuals. A continual reminder that students are learning in English is also important, to keep them aware that they are also learning a language. Linked to this conclusion is that it is important to work on speaking skills at first, to help students to feel confident in English. Teachers should also aim for using 100% English themselves and collaborate: collaboration between the subject and English teachers is important, which was also a conclusion from the literature study.

But what can we recommend for tvmbos? Our main recommendations are summarized below.

Recommendations for school policy

- Decide on a clear vision and/or model for tvmbos at your school.
- Incorporate extra English lessons at the start of the first year; and provide continual remedial English lessons throughout tvmbos.
- Give teachers a lot of time to work on and improve their English and encourage teachers to use English (nearly) 100% of the time.
- Create a tvmbos team with responsibilities for the development of the curriculum and an EIO programme.
- Talk to students and parents during your open day about the importance of English being a world language and its relevance for their children's future vocations.
- Discuss at school what role the English department can play in tvmbos.
- Use the expertise of teachers who already work in bilingual havo or vwo at your school, if possible, to work in and develop your tvmbos stream.

Recommendations for European and international orientation (EIO)

- Take time to organize an interesting EIO programme and relate it to lessons
- Organize English language activities in the Netherlands, as well as EIO activities abroad.
- Invite native speakers into the class.
- Organize trips to England.
- In the classroom, create objects and do projects related to EIO.
- Do projects on the Internet.
- Look for opportunities to join (e.g. Comenius) projects with schools around the world.
- Aim to incorporate vocational EIO into the curriculum.

Recommendations for teachers in the classroom

Structure

- Create very structured lessons and formulate both subject and language learning aims for each lesson and share these with your students.

Materials

- Be very careful about your choice of materials, taking interest and language level into account.
- Encourage the use of popular media in English inside and outside the classroom.
- Link work in the classroom to your students' real lives and contemporary events as much as possible.
- At the same time, develop connections to EIO activities.

Activities: variety, choice, interaction and creativity

- Design lesson material which encourages learner to do, make and create.
- Recycle your lesson material in different ways and collaborate with other (English and subject) teachers.
- Encourage a lot of real interaction in English.
- Spend more time doing things in English than talking about language (e.g. grammar or vocabulary).
- Structure your lessons so you have a variety of practical activities.
- Give your learners choices.
- Mere exposure to texts or input is not enough: design a variety of tasks to help your students to understand input.
- Keep reminding learners continually that they are working on their language.

Praise, encouragement, rewards and feedback

- Praise, compliment and reward students a lot for using English and for doing things well.
- Encourage students to try to say what they want to say and give students thinking time.
- Don't correct all mistakes: encourage fluency and experimentation.

Use of English

- Use English as much as possible.
- Work on your own English.
- Teach study skills for Dutch and English, particularly related to reading skills.

- Pay attention to language which is specific to your subject.
- Include lots of speaking at the start of a vmbo programme.
- Encourage students to use English outside the classroom.

Assessment: work on, use a variety of assessment types

- Discuss ways of assessing vmbo students in your team, both for content and language.
- Use a variety of ways of assessment.

Recommendations for in-service training

- Find out what the level of your teachers is when they join the team, in all English language skills
- Organize English lessons for them in school as a team and send them to the UK on courses.
- Send teachers on in-service courses related to CLIL skills. It is important to work on English language skills first, and CLIL skills later.
- Encourage teachers to become aware of language of their subject.
- Encourage teachers to learn about and use scaffolding (see glossary).
- Organize moments for collaboration between English and subject teachers.
- Teach teachers how to stimulate interaction in the classroom.

Recommendations for further research

- A deeper and broader literature search would be useful.
- The online survey could be re-opened to target a larger number of teachers and students.
- A further analysis of the surveys and interviews could be carried out.
- A study could be carried out to examine carefully the language which students need in bilingual vmbo.
- A further study could be carried out in order to examine carefully the language which vmbo students require in order to reach vocational literacy or vocational language proficiency.
- We could look at the differences between Dutch and English language achievement.
- A study could be carried out to look at language development in Dutch and English.
- We might examine how schools can implement an effective language policy for bilingual vmbo, both in terms of English and Dutch.

- A longer-term study of the development of students could be carried out for at least four years.
- Research into appropriate materials for tvmb0 is needed.
- A further relevant research project would be to look at appropriate ways of assessing tvmb0 students in a bilingual context.
- A further interesting question is How does the implementation of tvmb0 affect the self image of tvmb0 students?

The study shows that bilingual vmbo is very feasible, that it motivates students and improves their self-image. It has also revealed some useful teaching and learning strategies and described good practice for tvmb0, for EIO and for in-service training.

1 Introduction and background

1.1 Introduction

Chapter 1 provides a short introduction to bilingual vmbo and the reasons for this research project.

1.2 Bilingual education in vmbo : why?

Tvmbos are growing and have had some prominent attention in recent press reports – in magazines and newspapers, on the Internet and the television. Here are a few headlines: ‘Tweetalig onderwijs ook op vmbo een succes’, ‘Engels voor lasser en monteur in spe’, ‘Meer tweetalig onderwijs voor vmbo-leerlingen’, ‘Twintig scholen starten tweetalig vmbo’, ‘Onderwijs op steeds meer vmbo-scholen in twee talen’, ‘Tweetalig onderwijs nu ook op vmbo’.

But why is it important to work in English in vmbo? School managers and teachers tell in the press enthusiastically and anecdotally about the success of vmbo. Some refer to the fact that vmbo students should also have the chance, as well as their havo and vwo peers, to learn through English. Others suggest that their students are becoming more skilled in languages and more language oriented, both in English and Dutch, since they are more aware of language. Yet others are enthusiastic about how motivating bilingual vmbo is for their students and that their self-confidence improves.

Interviews with professionals show that English is needed in the workplace: for instance, workers need to be able to read instructions for machines or drawings in English, or to communicate with international clients. They don't only need to understand spoken and written English but need to be correct themselves when speaking and writing in English. For example, Dutch companies make products for the English-speaking market, so labels and instructions need to be written in English and international communication (e-mails, communication in the work place) is often in English.

There are three main reasons why CLIL (content and language integrated learning) has been stimulated in vmbo schools. Firstly, vmbo students will work in English in their future jobs – in hotels, or in international transport or ICT, for instance. English is a world language and many people – not only native speakers – use English to communicate. Secondly, more and more primary schools are giving content lessons in English. And thirdly, senior vocational schools (ROCs) are offering more and more courses solely in English. So bilingual vmbo seems to be a logical step between the start in English made at primary school and senior vocational studies in English.

1.3 Why this study ?

All of the reasons mentioned above are anecdotal: there has been little or no research done into good practice – or what really works - in bilingual vmbo. Hence this study. There are two main reasons why we carried out this research. Firstly, we wanted to look into what tvmbos schools can learn from experiences around the world, through a short literature study. Secondly, we wanted to look systematically, through the use of interviews and online questionnaires, at what is working in tvmbos in the Netherlands and what is considered to be good practice.

1.4 Definition tvmbos

Tvmbos or bilingual junior secondary education is used as a broad term here. It indicates, for this study, that at least 30% of the contact time between teachers and students is in English (see Appendix 1: Standaard Europees Platform tweetalig vmbo). Some schools might also call this *versterkt taalonderwijs* or use other terms such as *world class*.

1.5 Tvmbos school network

A network of vmbo schools with bilingual departments started in 2009 and has been set up in order to support, coordinate and advise vmbo schools which have started or which wish to start a tvmbos class or stream. This network of tvmbos schools, in partnership with the European Platform, has developed a quality ‘standard’ for tvmbos departments. The European Platform is supported by funding from the Dutch Ministry of Education, Culture and Science and the European Commission to promote internation-

alization in education. One of the schools, Anna van Rijn College in Nieuwegein, which started tvmbos in 2010-2011 and which at present chairs the network of tvmbos schools, invited Utrecht University to carry out this research project on its behalf.

1.5.1 Tvmbos quality ‘standard’

The tvmbos quality standard can be found in Dutch in Appendix 1: Standaard Europees Platform tweetalig vmbo. This quality standard has been created by a network of tvmbos departments in partnership with the European Platform, and serves as a benchmark for bilingual vmbo schools. In the future, it will be used during inspection visits to see if tvmbos departments are up to standard. For non-Dutch readers, some highlights of the standard are presented here.

The standard requires the following:

A. Results

- The results for English: at the end of the fourth year of tvmbos should be reached as indicated in Table 1.1.
- The results for Dutch and other school subjects at the end of tvmbos have to be at least as good nationally for comparable students not doing bilingual education.
- Students have achieved the *kerndoelen* (curriculum aims) for internationalisation and have done a number of internationalisation projects (e.g. exchange, international ICT project).

B. Education

- At least 30% of contact time is in English and at least as much attention is paid to Dutch as to English.
- At least two content subjects must be taught in English.
- The school has at least one native speaker teacher on its staff.
- The teachers working in tvmbos have at least level B2 in English on the Common European Framework of Reference for languages (Council of Europe, 2009).
- Attention is paid to language in content lessons.
- Authentic material in English is used.
- There is a lot of attention paid to internationalization, e.g. in policy documents, the curriculum and projects for students.
- Attention is paid to vocational aspects of learning in English.
- Teachers should have CLIL skills.

C. Quality

- The school has created a policy document which includes a vision related to CLIL and internationalization.
- The school contributes to the development of bilingual education in the Netherlands.
- The school undergoes inspections from the European Platform.

D. Requirements

- Personnel are facilitated to become teachers in tvmbbo, e.g. a coordinator is appointed, teachers do in-service training.
- Teachers develop a curriculum where subjects work together.
- School management stimulates team work.
- Enough authentic material is provided.
- Parents are informed and involved in tvmbbo.

1.6 Partner schools

Five main partner schools were involved in the main part of the research project – the interviews and observations. These were Anna van Rijn College in Nieuwegein, CSG Calvijn College Groenehart in Barendrecht, Farel College in Ridderkerk, Lorentz Lyceum in Arnhem and RSG Slingerbos-Levant in Harderwijk. These schools were chosen because are members of the tvmbbo network, were very willing to participate and are schools which have already started bilingual vmbo. They were also considered, anecdotally, to be possible examples of good practice.

1.6.1 Other schools involved

All the schools which are in the tvmbbo network and which have already started tvmbbo were invited to participate in the online surveys for teachers and students in April 2011. Ten schools responded to the survey: sixty-six students and nineteen teachers.

Chapter 2 goes into what literature around the world and in the Netherlands has said about three areas: (1) working in bilingual education with students at a similar level to vmbo, (2) *taalgericht vakonderwijs* and (3) general CLIL methodology.

Table 1.1: Levels of English aims for (a) English regular and (b) bilingual vmbo according to the Common European Framework of Reference for languages and the vmbo standard

	BBL regular	BBL bilingual	KBL regular	KBL bilingual	GL/TL regular	GL/TL bilingual
Listening skills	A2	A2	A2	A2	A2 B1	Reading OR listening minimal level B1
Reading skills (at national examination)	A2 about 90% B1 about 10%	A2 about 90% B1 about 10%	A2 about 50% B1 about 50%	A2 about 50% B1 about 50%	A2 about 10% B1 about 75% B2 about 15%	
Speaking skills	A2	Speaking and writing minimal level A2	A2	Speaking and writing minimal level A2	A2	Speaking OR writing minimal level B1
Writing skills	A1		A2		A2	

Sources: <http://www.erk.nl> and quality standard tvmb0 (Appendix 1)

2 Background literature related to bilingual junior secondary vocational education (tvmb)

2.1 Introduction

Chapter 2 summarizes findings from the short literature review done for the project. The literature review for this research project aimed to discover examples of and suggestions for good practice in tvmb. The literature search does not, however, claim to be exhaustive, and it is mostly limited to recent literature. Nonetheless, there are some useful conclusions that we can draw for bilingual junior secondary vocational education (tvmb) from studies about learning in a second language around the world.

2.2 Experiences with bilingual junior secondary vocational education (tvmb)

The situation in the Netherlands is exceptional: we are one of the few countries in the world with *junior* secondary vocational education, although, of course, many countries start vocational education at a later stage in students' schooling. We can learn from other countries' experiences with teaching content in another language to students at all levels - from immersion programmes (such as French immersion in Canada), from work with students who are learning content in their second language (such as Spanish or Chinese speakers learning in English at school in the USA) and from education systems where CLIL has been implemented (such as Spain, Finland or Malaysia).

2.3 Reasons for introducing CLIL

The many advantages of CLIL have been well-documented. They are briefly summarized here from Coyle *et al*, 2010: 17.

Context

CLIL prepares students for globalization, accesses international certification and enhances a school's profile.

Content

CLIL gives students different perspectives on the world, prepares for future study, provides skills for working life and helps access knowledge in another language.

Language

CLIL improves competences in the foreign language, develops speaking skills, the awareness of both the mother tongue and the foreign language and helps to develop self-confidence.

Learning

CLIL increases students' motivation and confidence, encourages a variety of classroom practice for teachers and helps to develop learning strategies.

Culture

CLIL encourages intercultural knowledge and communication skills through internationalisation.

Furthermore, Vollmer states that CLIL has been “the motor for rediscovering the central role of language in all subject-matter learning” (Vollmer, 2006: 187), meaning that the teaching of language and subject learning are interwoven and interdependent. You need language to learn about a subject and *vice versa*.

2.4 Advantages of CLIL for tvmb

Here are some reasons from the literature about why CLIL can be advantageous for tvmb students.

2.4.1 Vocational preparation

Firstly, and perhaps most importantly, tvmb prepares students for future study and working life in English. Many jobs in the Netherlands require spoken or written communication in English. As Coyle *et al* write, “vocationally based study can help prepare students for opportunities which may require use of the CLIL language in later life” (Coyle *et al*, 2010: 20). In a Council of Europe report, Vollmer coins the terms

vocational literacy or **vocational language proficiency** (Vollmer, 2006: 189) and expresses the need for students to develop this as well as academic literacy. It is, therefore, important to focus, perhaps after the first two years in tvmb, on the specific language needed for future vocations.

2.4.2 Opportunities

In a policy document for the Council of Europe, Vollmer writes about Languages Across the Curriculum, or LAC (see glossary). The Council of Europe has stated that “each of its member states should develop a comprehensive and coherent language education policy including LAC” (Vollmer, 2006: 180) for all languages. Vollmer discusses the importance of language *in and for* school education, for learning in every subject, in both the first and second languages. The goals of LAC are “to support language development *in each and every child* (our emphasis), in all domains of language use, in each learning activity in school” (Vollmer, 2006: 182). The aim of LAC is, basically, to improve all students’ language competences across the curriculum, in all subjects. LAC implementation is also considered important for personal development and for students’ future careers in the workplace. Tvmb is one way of achieving this European goal for foreign languages.

2.4.3 Motivation: learning language in natural situations

Tvmb gives students opportunities to learn language in more natural situations than in the regular classroom, since it involves communicating about topics in another language. Writing about CLIL at higher vocational levels, Coyle *et al* write that vocational CLIL gives a chance to students to learn a second language in a different way from the traditional language class at school: “Vocational curricula are particularly interesting because even if some of the students may not have achieved well in earlier language learning, the opportunity to learn content through CLIL can provide a second chance to access the CLIL language.” Just like the professionals quoted in chapter 1, they also mention the importance of another language in jobs: “The added value of being able to use more than one language now permeates vocational sectors in different countries” (Coyle *et al*, 2010: 23).

Tvmb provides many opportunities for exposure to language in meaningful situations, in the classroom with the teacher when content is being discussed, but also on exchange trips, work placements in English or contact with native speakers. Since tvmb students are learning a language in a communicative context, often doing a lot of speaking and communication rather than learning lists of vocabulary or grammar rules, they are more likely to understand the immediate use of the language they are

learning. This is very motivating for them. Tvmbó allows students to communicate about what they are learning in English: there is often a real, immediate reason to communicate. Vollmer suggests that learning English is deepened if it is used in a more meaningful and challenging way (Vollmer, 2006). Tvmbó can achieve this.

2.4.4 Cross-cultural communication and understanding

Learning in another language apparently also has a positive effect on students' ability to learn *other* languages and to be able and willing to communicate with others, including people of different cultural backgrounds (Marsh and Hill, 2007). Vollmer also mentions that CLIL is important for students for "becoming linguistically and culturally sensitive and knowledgeable and for developing democratic citizenship and participation within Europe" (Vollmer, 2006: 177). Tvmbó can thus improve cross-cultural understanding and communication.

2.4.5 Creativity

Research on understanding the impact of multilingualism on the brain is at a very early stage. New studies on multilingualism suggest that there might be a link between learning in another language and improved creativity. "Multilingualism appears to help people realize and expand their creative potential... thinking, learning, problem solving and communicating... show signs of enhancement through multilingualism" (Marsh and Hill, 2007: 71). These findings are, however, tentative and anecdotal.

2.5 Suitability of CLIL for all students

Researchers, educators and parents of students in bilingual education are sometimes worried about the suitability of bilingual education. Does it affect, for example, students who perform poorly, have below average levels of academic ability, learning disabilities, or who have difficulties in Dutch? Happily, many studies in CLIL and bilingual education show that "students' first language development and academic achievement are similar to (or better than) those of non-immersion students" (e.g. Lyster, 2007: 22). Students who learn English in bilingual programmes often score higher in English than students who only have regular English lessons. There are also several studies which look at how suitable bilingual education is for all students, not only the 'higher level' ones. This was one focus of the literature study for this publication.

2.5.1 Canada: French immersion

In Canada, French immersion was introduced in 1960 as an option for all students and continues to this day. Genesee has done a number of studies about the suitability of

immersion for all students (e.g. Genesee, 2007). He discovered that below average students in French immersion programmes did not score significantly lower than the below average students in an all English programme on the same tests. He also points out that “intelligence is not necessarily the only or most important predictor of second language achievement” (Genesee 2007: 82). This means that below average students are apparently not disadvantaged in their development in their *own* language or in their development or academic achievement if they participate in immersion.

2.5.2 Students from lower socioeconomic backgrounds and tmbo

Furthermore, in Genesee’s study, students from lower socioeconomic backgrounds in French immersion classes scored just as well as other students on both English language tests and in mathematics. He states that there was “nothing in the results... to suggest that students from lower socioeconomic groups will experience difficulties in English language development in immersion programmes or that they cannot benefit from immersion in terms of second language achievement” (Genesee, 2007: 95). This means that students’ first language development was not negatively affected by bilingual education. We can thus predict that it is likely that tmbo students’ Dutch development will not be negatively affected if they are learning part of the curriculum in English.

Genesee further writes “students (*typically disadvantaged in terms of academic ability, first language ability/disability and socioeconomic background*) demonstrate the same levels of first language development and academic achievement as similarly disadvantaged students in all English schools” (Genesee, 2007: 98) and that “the disadvantaged students were found to achieve significantly higher levels of second language proficiency than control students receiving core FSL (French as a Second Language) instruction” (*ibid*: 98). “Overall, immersion has shown itself to be an effective form of second language education for students with diverse student characteristics and from different kinds of communities.” (*ibid*: 99). In other words, it is likely that the language and maths skills of students in bilingual classes in tmbo will develop just as well as students in regular classes.

These are significant findings for tmbo. Perhaps even more importantly, we might predict that tmbo students will most likely achieve a higher English language level than vmbo students in a regular stream and that their language development in Dutch will not be adversely affected.

2.5.3 Immersion and 'at risk' students

Genesee's study (Genesee, 2007) in Canada also discussed 'at risk' students in French immersion classes: 'at risk' students are those with language, literacy and other academic difficulties. The outcomes of the study are positive about immersion for these students, Genesee writes, too, "such students are not differentially handicapped in their native language and academic development in comparison to groups of similar students in English only programs" (Genesee, 2007: 673).

Some of the results of Genesee's study are relevant for schools considering tvmbio:

- Below average students in French immersion schools scored better in their French language development than comparable students in an English only school. They scored higher in French language tests than similar below average students who had regular French lessons at an English only school.
- There was no significant difference within same reading level in French (their second language) on *accuracy* between French immersion and English only students. There were, however, significant differences on measures of *speed and fluency* between immersion and English only students: the English only students were quicker readers. The students in the immersion programme who had reading difficulties had "the same risk profile whether they are assessed in English or in French" (Genesee, 2007: 673-4).

Regarding the first point above, we can conclude from this study that tvmbio seems to be beneficial for language learning. It suggests that tvmbio students will achieve higher level English language skills than their peers in regular vmbo classes. However, these results also mean that teachers need to work on reading skills and strategies in both Dutch and English to keep reading levels up.

With regards to the second point above, Genesee's work suggests that tvmbio students who have reading difficulties will not be disadvantaged in a bilingual stream. He concludes that "immersion students are not at differentially greater risk than similar students in all English programs" (Genesee, 2007: 676-677). In an important statement, he considers that excluding these students from immersion "is to deprive them of access to what is arguably the most effective form of second language (L2) education and, in turn, from an important life and job related skill, namely, proficiency in French". Tvmbio gives students a chance to be included in the life and job related skill of English language proficiency.

2.5.4 USA: English language learners (ELLs)

Genesee *et al* also carried out a review of research about English language learners, or ELLs, in the USA (Genesee *et al*, 2009). ELLs are individuals in the American school system who are learning English; they are acquiring English as a second language and speak another language as a mother tongue (for example, Spanish or Chinese). ELLs make up about 10% of the school population in the USA. In 2001, the USA implemented the somewhat controversial “No Child Left Behind Act of 2001” (or NCLB), where all children in public schools receiving federal funding should “have a fair, equal, and significant opportunity to obtain a high quality education.” NCLB requires all states to identify English learners, measure their English proficiency, and include them in state testing programs that assess academic skills. Schools are required to demonstrate that these students are progressing – that they are not ‘left behind’.

Genesee’s conclusions about ELLs which are of interest to tvmb schools are as follows:

- ELLs need three to five years to achieve good proficiency in English.
- ELLs benefit from interaction with teachers and with their fellow students.
- The achievement of ELLs in English reading, including comprehension, is related to the amount of vocabulary the ELLs’ have.
- At the start of programmes, ELLs score lower. However, at the end of school, “educational outcomes of bilingually educated students... were at least comparable to, and usually higher than, their comparison peers” (Genesee, 2009: 375).
- ELLs who received attention on the NCLB specialized programs were able to catch up and in some cases do better than regular students with English as a first language.

Some of Genesee’s recommendations are relevant for tvmb schools, as follows.

- The initial development of oral language skills is vital, and this will take a number of years. Tvmb students will need to work hard on their oral skills until they achieve a reasonable level. Tvmb schools might, thus, consider implementing extra oral classes in the first year and remedial English classes throughout the school for those students needing extra English.
- Learning to speak apparently also helps reading skills, and interaction is important, too. This means that tvmb teachers need to think carefully about the design of appropriate (speaking) tasks at the start of tvmb at school, so as to include a lot of oral practice and interaction with the teacher and between students themselves. In this way, students work on developing their fluency in English. One

strategy that Genesee highly recommends is the use of cooperative learning and what he calls “high quality exchanges between teachers and pupils”.

Another study also related to the “No Child Left Behind Act of 2001” by García & Tyler (2010), focused on subject teachers dealing with language. García & Tyler’s findings show that secondary subject teachers are often unfamiliar with strategies related to language learning. Students have problems, for example with the reading level of texts and with concepts that are unfamiliar: this doubles the cognitive demands on them – they don’t understand either the topic or the language.

Garcia and Tyler discuss some important aspects of bilingual teaching for teachers. For example, subject teachers need to be aware of the level of materials in order to be able to adapt them. They also need to use teaching approaches so students understand the topics being dealt with. For instance, subject teachers do not all know how to scaffold (see glossary) reading.

This study also mentions the dangers of assessing students learning in bilingual environments. Teachers need to keep the level of English in mind when designing tests: subject tests need to test the topic and not the students’ English. This means using language that students understand when assessing or designing tests. This means that tests should be written in English that the students are sure to understand; another possibility is to use other testing methods than just words, so that English does not interfere with assessing subject matter.

Garcia and Tyler recommend collaboration between subject and English teachers in all of these areas mentioned above, in order to provide more effective learning for students (Garcia & Tyler 2010).

Garcia and Tyler and Vollmer recommend some teaching strategies, as follows:

- Use teaching methods other than reading, which means, for example, supplementing texts and course books with dvds, internet based accounts of input, audio recordings, movement. This links to the report by Vollmer above. Vollmer also talks about eight modes of human activities involving language: listening, speaking, reading, writing, viewing, shaping, watching, moving (Vollmer, 2006: 183). Teachers can think about how to incorporate these eight modes into their classrooms.
- Don’t ask students to produce too much work independently and, if you do, structure it carefully, using scaffolding (see glossary), checklists, study guides, etc.

- Teach study skills explicitly so that students learn how to learn.
- Pay attention to specific language when working on a subject, so students are aware that they are learning both content and language.
- Use tasks which connect to students' lives.
- Create access to materials in their first language, too.

2.5.5 CLIL: Finland

Two relevant, recent studies (Merisuo-Storm, 2006 and Seikkula-Leino, 2007) were carried out in Finland, where teaching in a second language takes up 20% of the time in the curriculum. In this way, teaching aims at language skills developing simultaneously with subject skills.

Merisuo-Storm's study investigated two questions. Her first question was: *Do reading and writing skills develop equally well in bilingual as in monolingual education?* She discovered that the students in the bilingual classes "could read with greater speed and accuracy than the control group" (the monolingual group) in the second language; their spelling was also better. Those students who fell into the "lowest level" group scored better in reading accuracy, speed and reading comprehension than those in monolingual classes. This is significant for tvmb schools, since this study adds again to the evidence that language skills will improve more in bilingual classes than in regular classes. However, Merisuo-Storm's findings contradict those of Genesee (2007) about reading speed, so our findings here can be said to be inconclusive.

An important finding here, too, is that this study adds further evidence to the fact that bilingual education apparently does not affect negatively the development of first language literacy skills (Merisuo-Storm, 2006).

The second question which Merisuo-Storm investigated was: *Is there a difference between pupils' attitudes towards language learning in bilingual and in monolingual classes?* In this study on attitude and motivation, she found that bilingual students had a more positive attitude to studying the foreign language than monolingual students. However, the boys had more negative attitude towards reading and writing in monolingual classes than the girls. Interestingly, but perhaps not surprisingly, students had a more positive attitude towards speaking and conversing in English than towards reading and writing.

The other Finnish study (Seikkula-Leino, 2007) aimed to investigate two further aspects of CLIL: firstly, *How successfully had pupils learned content in content and lan-*

guage integrated learning (CLIL)? and secondly *What are pupils' affective learning factors, such as motivation and self esteem, in CLIL?* The study showed that there were no major differences in learning and that pupils of different intelligence levels had similar chances to succeed in both cases. Again, the results in the Finnish language (the students' mother tongue), were not negatively affected by CLIL. In terms of the affective factors, the study indicated that CLIL students had a low self concept, that is, that they thought they were not good at learning foreign languages, although they had a strong motivation to learn.

2.5.6 Malaysia: failed bilingual teaching

A cautionary tale comes out of Malaysia. In 2003, English was re-adopted as a medium of instruction for science and mathematics. There were two reasons for this, (1) to keep abreast with scientific and technological developments which are in English and (2) to increase students' English proficiency. Arguments for this move were, for example, that "teaching mathematics and science provides a rich context for genuine language use... and... serves as a focal point around which oral language and literacy can develop" (Pandian & Ramiah, 2003: 2).

There were concerns about the English proficiency and competency of all the teachers at the time; teachers were concerned about their own English level, but most (76,1%) teachers were positive towards the changes. Further worries were that there wasn't enough material available and that students weren't proficient in English and therefore wouldn't be able to follow the lessons in English. Another problem was that teachers – although they knew about vocabulary and grammar - were not clear about the linguistic features of their content subject and thus couldn't communicate this to their students.

In 2009, the Malaysian Ministry of Education announced that this innovation was unfortunately not working and would be reversed. Science and mathematics would no longer be taught in English by 2012. The main reason for the decision was the poor English competence among teachers and the widening performance gap between rural schools and urban schools, although some sources say that it was a political decision.

There are important lessons to learn from the Malaysian failure to implement bilingual education for science and maths. Firstly, we can conclude that - when implementing a bilingual programme - it is vital to work initially on improving the lan-

guage skills of the teachers, so that they feel competent and able to teach in English. Secondly, at a later stage in their careers as bilingual teachers, it is important that subject teachers become more aware of and can work on the language of their subjects, in order to support their students better.

2.5.7 Bilingual education for everyone: Spain (Andalusia)

In Spain, it was the Andalusian government policy that the entire educational network should implement bilingual education in the period between 2005 and 2009. Up to 40% in the curriculum should be taught in more than one language. This is interesting for tvmbio, since there is no pre-testing or screening – it’s for everyone. Lorenzo *et al* published the results of a large study related to the results of this policy (Lorenzo *et al*, 2010), the outcomes of which are very interesting to our Dutch research project. 403 schools in Andalusia have a bilingual department; 61 institutions, more than 1000 students, nearly 400 teachers and nearly 1000 parents were involved in the study.

Previous European research in CLIL related to learning mathematics and social sciences showed that “CLIL learners were at least matching, and at times, even exceeding monolingual peers” (*ibid*: 3). Not only were students better in the second language, but there were other benefits related to the bilingual experience. The results of this new and extensive study are extremely positive and show that “CLIL learners were clearly outperforming their mainstream peers” (*ibid*: 9) in several ways. The results show that the CLIL students have a larger vocabulary, more varied structures in terms of grammar and a better ability to communicate. Furthermore, their motivation and self concept are higher.

Why are these results so positive? Some of the reasons by Lorenzo *et al* given are:

- Students have increased exposure to the second language: they receive a lot of input.
- Students are learning through meaningful input (content) situations. They learn the language in context in a rich language learning environment. This links to the work mentioned earlier by Vollmer (2006) and Coyle (2010).
- Students are less inhibited when using the second language.
- One huge advantage in this particular project is that there is a lot of collaboration between content and second language teachers. The subject teachers thus become more aware of the role of language in learning content and their role as language teachers, too. The language teachers become more aware of the necessity of planning for more advanced language skills and challenging students.

2.5.8 Teaching in English in primary education

There are also significant lessons to be learned from literature related to early English at primary school. In the Netherlands, more and more schools are implementing English in primary schools from the age of four or five. A report by Boon *et al* (2010) mentions some key teaching skills for primary teachers of English. For example, teachers' own English needs to be adequate: a minimum of B2 on the Common European Framework of Reference for languages. Furthermore, their pronunciation needs to be reasonable.

Classroom methodology in primary CLIL needs to concentrate in the first place on oral skills and on developing language *skills* rather than grammar and vocabulary. Teachers also need to be able to give feedback to children on their mistakes and to encourage them to speak and write (in the upper levels of primary school), as well as to help them with developing their language learning strategies. Teachers also need to be aware of how children learn languages, have a positive attitude to English and be able to enthuse and stimulate children to use English. Further, teachers need be up-to-date about cultural and social developments in English-speaking countries.

2.5.9 English as a third language

Finally, we looked at literature related to learning English as a third language, since learners in vmbo often have Dutch as a second language and speak, for example, Turkish or Arabic or another language at home. Teachers and parents are sometimes concerned because Dutch language development might lag behind, since there are fewer opportunities to use Dutch. However, the literature indicates that bilingual learners are actually better at learning languages and can become as proficient in English as learners for whom Dutch is a first language. Swain *et al* (1990: 78) demonstrated that “bilingual education programmes that promote first language literacy have an overall positive effect on the learning of other languages”. It is, therefore, important to work on the development of the Dutch as well as the English language, which connects to the findings of Genesee (2007, 2009), Merisuo-Storm (2006) and Seikkula-Leino (2007) discussed earlier in this chapter. Attention to the development of Dutch is an element of the vmbo quality standard (Appendix 1).

This section has given an overview of some literature from around the world which supports the rationale for bilingual education for vmbo students. The next section, **2.6 Suggestions for schools**, gives an overview of the literature providing some practical classroom suggestions for CLIL which are relevant for vmbo.

2.6 Suggestions for schools

There is a body of literature from around the world about the results of bilingual education for students who are similar to the vmbo population in the Netherlands. There is also a body of international literature which gives practical suggestions for CLIL schools, many of which are relevant for vmbo. In this section, these practical suggestions are divided into two themes: suggestions for classroom practice and for in-service training. This section summarizes these findings.

2.6.1 Suggestions for classroom practice for vmbo

This section aims to summarize suggestions found in the literature for classroom practice for bilingual vmbo. We have taken tips from different areas: methodology literature related to dealing with English language learners (ELLs) in the USA (Chamot and O'Malley, 1994, Echevarria *et al*, 2004, Coggins *et al*, 2007), literature about dealing with literacy in specific subjects (Wellington and Osborne, 2001, Kersaint *et al*, 2009, Coggins *et al*, 2007), literature on CLIL methodology (Dale, van der Es and Tanner, 2010, Gibbons, 2002 and Bentley, 2010) and about teaching in vmbo (Visser and Richter, 2005).

Much is also to be learned in bilingual education in the Netherlands from the literature on *taalgericht vakonderwijs*, where attention is paid to the Dutch language development of students who have Dutch as a second language and are learning content in Dutch. Hajer and Meestringa (2004) discuss the role of language in subject lessons. They point out that language, learning and thinking are interwoven and suggest many practical ways for teachers to support learners of a second language understand content and produce language.

Below we summarize the findings from this part of the literature study for classroom practice for vmbo.

Vary, vary, vary

Vary your activities in the classroom and keep them short. Use, for example, the theory of multiple intelligence (Gardner, 1993) to create tasks which appeal to different “intelligences” or learning styles. Develop different activities while keeping in mind the eight modes of human activities involving language (listening, speaking, reading, writing, viewing, shaping, watching, moving) (Vollmer, 2006). That is, think about how students can listen to, see, speak about and write about what they are learning.

Time

Speak slowly to your students, use short sentences and, in the beginning, avoid idioms. When you ask questions, give enough thinking time to the students, since they not only have to process the topic but also the language to talk about the topic (Wragg & Brown, 2001). Wait at least seven seconds after you ask a question before you ask for an answer. Use the “no hands” rule: everyone has to think, no-one puts their hand up and anyone might be called upon to give an answer.

Connect to real life

Activate learners’ prior knowledge about the topic and also remember to activate what language they already know about it. Relate topics you are learning about to their real lives: to video clips, to events in the news, to their families and friends.

Concrete materials

Use concrete materials in your lessons, for example physical models, flashcards and drawings. Use object and do and create things with your students, rather than only talk about them. These students learn best with a lot of visual and hands on support, such as pictures and games. Use your own body and facial gestures a lot. Make your lessons as visible as possible, using posters, notes, graphic organizers, and the board. Supply learners with lots of different input: texts, video, spoken information from you. Use frequent physical activity - movement and gesture; get your students moving!

Comprehensible input

Select a variety of materials related to your topics at an appropriate level: this means being aware of the language level of your students. Look at the level of language it is, for example by using the Common European Framework of Reference (CEFR) for languages: for instance, if the learners in the first year at A1 or A2 level on the CEFR, tasks and texts need to be at A1 or A2 level, or just above.

Reading and listening

If learners are listening or reading, give them a concrete task to help them to understand the input. Use scaffolding (see glossary) and appropriate questions at a variety of levels of complexity (Wragg & Brown, 2001). As well as discussing the subject, pay attention to learning the language related to your topic. When reading or listening, provide short tasks or games to help understanding. Invent active reading tasks, where students engage with the text they are reading or listening to. Provide tasks initially for general understanding and then for more specific understanding of more specific information. Remember to recycle information with varied input – through texts and

other ways and other contexts. Teach reading strategies such as using headlines and accompanying visuals as clues to the content of a text. Start with working on receptive skills (reading and listening and watching), and move on to productive work (speaking and writing).

English outside the classroom

Verspoor *et al* (2010) did an extremely interesting study about how much pupils learn English at school or in contact with English in their lives. They studied how much a lack of English outside schools (in strictly religious communities and schools – in Dutch reformed schools) can be compensated with bilingual education. Verspoor *et al* looked at the role of English outside school in Dutch students who are learning English. The authors found a significant correlation between productive skills and contact with popular modern media and, by the third year, there was also a significant correlation between productive skills and vocabulary and popular modern media. So encourage your learners to use the popular media in English, to watch English television and use the Internet.

Writing

Ensure that students write about the topic they are working on; start with simple, short but realistic writing tasks (a postcard, a mind map). Support writing by using scaffolds (see glossary) such as charts or tables: these help students to organize their writing.

Talk with your students about how to organize their writing. Think about your writing aims in the lesson and formulate and share specific writing aims, for example this anachronous task: ‘At the end of the lesson, learners can write a short email to a friend as if they were a Viking on a ship travelling from Norway to England.’ Give them different audiences for writing (a parent, magazine readers, someone looking at a poster).

Vary the types of text they write (e.g. letter, brochure, part of a website, postcard, article). Provide models of the sort of writing that you expect from your students, so that they see examples.

Interaction

Encourage speaking as much as possible. Think about your speaking aims in the lesson and formulate specific speaking aims, for example ‘At the end of the lesson, learners can describe what they are wearing’, ‘Learners can tell about how the Vikings went to England’. Start off with short, simple speaking tasks and gradually move to more complex ones. Get students working in groups on interactive speaking tasks, so that they rehearse spoken language and get used to talking with each other.

Questioning

Think about the kinds of questions you use in the classroom and design both short questions which appeal to lower order thinking skills (LOTS) (such as ‘Is this a triangle? How many sides does this triangle have? What do we call this shape?’) as well as questions appealing to higher order thinking skills (HOTS) (such as ‘Write down three characteristics of a triangle’). Design open questions to stimulate thinking, even at beginning levels, so that learning is meaningful and challenging and incorporates higher level thinking skills (Genesee 2007). It is sometimes helpful to prepare your questions in advance.

Use scaffolding

Use scaffolding (see glossary) for reading, listening, speaking and writing. Graphic or cognitive organizers and mind maps are useful. For example, ask learners to complete a table as they watch a video on an artist, or to complete a gapped text as they listen to you explaining about a recipe. In this way, you engage learners continually and actively.

Vocabulary

When working with vocabulary, use a variety of ways of learning it. For example, use pictures, teach it in context (in sentences), recycle it, play word games. Be aware of the words which you want your students to learn related to your topic, for example natural disasters, earthquake, volcano, tsunami. Talk with your students about how they can, guess words, for example by looking at prefixes (*in-*, *un-*, *de-*) and suffixes (*-tion*, *-ent*, *-sion*) or by relating words to words they know in other languages. Make posters of useful language together and hang them in the classroom as you work on a topic. Encourage your students to focus on and use new words by saying something like “I’m looking out for these words today: twice, divide, half as much, double”.

Feedback

A positive attitude and motivation can be related to learning English: the *attitude* of students is especially important here (Genesee, 2007). Give compliments for what students do well, in order to boost their self-confidence. It is important that they know what they are doing well. Give feedback to learners on their work, concentrating perhaps on one or two aspects of the topic or language. Don’t correct all their mistakes but encourage learners to experiment with the language and try things out and be creative.

Useful questions

To summarize this section, in *Table 2.1: questions to ask yourself*, you can find a useful list of questions for teachers, translated from Hajer and Meestringa (2004), which can help in lesson planning.

Table 2.1: Questions to ask yourself

Questions to ask yourself (translated from Hajer and Meestringa 2004)
How can I get the students to talk about the subject?
How can I get them to interact?
How can I model subject language?
How can I get students thinking? (graphic organizers)
How can I get students to cooperate (cooperative learning)?
How can I help students with learning/reading strategies?
What is the link with real life?
How can I activate prior knowledge/find out what they already know?
How can I provide rich and varied input?
How can I deal with different language skills (listening, reading, speaking, writing)?
What are my language and subject aims?

2.6.2 Suggestions for in-service training for tvmb

This section summarizes suggestions found in the literature for in-service training for bilingual vmbo.

Teachers' level of English

From the literature, it appears that it is vital that schools initially support teachers to improve their own English so that they feel self-confident enough to teach in tvmb. This cannot be emphasized enough: the first step in starting a tvmb stream is to coach teachers in their own English skills. Without these, teachers cannot progress to the next step of improving their CLIL methodology skills. Teachers need to have a good level of English not only to be able to teach their subject in English, but also in order to be able to simplify their own English so that students can understand them.

Teachers' CLIL skills

A number of recommendations about teachers' own 'CLIL skills' can also be deduced from the literature. Several authors explain that teachers need to be trained to integrate language into subject matter teaching at school. This does not happen automatically (Vollmer 2006, Samimy et al, 2010) and it is important so that teachers know how to

make their content comprehensible to their students. There is a growing awareness of how language can be part of content classes, but teachers need to be given the time to learn about teaching language and content together. We go into this matter in more detail below.

Language learning

Teachers need to be aware about various aspects of the language of their subject. Genesee, for example, recommends that teachers should understand theories about bilingualism and second language development (Genesee 2007). Teaching a subject through English involves more, too, than just helping students to learn new words. The literature also suggests that teachers should learn about the academic language of their subject: teachers need to be aware of the aspects of language which are common in their subject, the functions of language (e.g. comparing, classifying, predicting, justifying, persuading, solving problems), the grammar involved in learning their subject, as well as subject vocabulary. Moreover, teachers need to learn to recognize language learning opportunities: vocabulary and grammar, but also language skills. They also need to be aware of the different types of texts which are used in their subjects, so as to help students to produce these.

Language awareness

It is important to help students, too, to realise that every lesson is also a language lesson. One way of doing this is to think about and formulate language as well as content aims for lessons. Teachers need to learn how to find or create comprehensible input and to recognize language learning opportunities: this takes some time to learn. They need to think about a variety of language skills (listening, viewing, reading, speaking and writing) when lesson planning and to include a variety of these language skills in each lesson.

Interaction and writing

Furthermore, CLIL teachers need to learn to help tvmb students interact about their subject in the classroom, and to produce output (spoken, written and practical output). They need to be skilled in, for example, cooperative learning (Genesee, 2007) so that what Genesee calls “high quality exchanges between teachers and pupils” can occur.

Collaboration

From the methodology literature as well as from the earlier literature research, collaboration between English and subject teachers seems to be key (e.g. Lorenzo *et al*, 2010) in making a success of bilingual teaching. Subject teachers are experts in their own

subjects, English teachers in how students learn languages and the related methodology. English teachers need to play a strong role in the development of vmbo. They can, for example, work with their colleagues on creating or finding language support materials for use by content colleagues in their subject lessons. Alternatively, English teachers can use or expand upon content material in their English lessons, so that material discussed in subject lessons is recycled and revisited during language lessons.

2.7 Conclusions

The conclusions of the literature study are summarized briefly here. Firstly, there are a number of very good reasons for initiating and implementing CLIL at a junior vocational level and for developing students' vocational literacy and vocational language proficiency. Vmbo students should be given the opportunity as well as vwo and havo students, to learn through English. It is motivating and may improve their self concept and belief in themselves.

Secondly, we can predict from the literature that vmbo students will most likely achieve a language level in English which is better than their peers in regular vmbo classes. Furthermore, we can tentatively predict that their Dutch language skills will not be affected and will not be lower than that of their peers in regular classes. It is, however, very important, that teachers – both in the lessons in English and in Dutch – pay attention to language learning strategies, particularly in reading and also particularly with the boys.

Thirdly, schools need to ensure that the level of their teachers' English is developed and kept up to standard so that they feel capable of teaching in English. Schools also need to organize in-service training to work on teachers' CLIL skills, so that they are aware of how to teach the language of their subject as well as their subject.

This chapter summarized our short literature study related to vmbo, and dealt with relevant literature related to bilingual education around the world, as well as literature related to CLIL methodology. The following chapter, Chapter 3, describes how our empirical research project was carried out.

3 Research methods: online surveys, interviews and observations

3.1 Introduction

This chapter describes how the research project was carried out. Our first step was to carry out a short online survey to gather factual information about our five partner schools. Secondly, interviews and observations were done at the schools, based on information collected in the literature study. The information gathered during the interviews and observations were then used to create online surveys for teachers and students which were completed by teachers and students at a larger number of schools involved in bilingual junior secondary vocational education.

3.2 Short factual online survey

At the start of this research project, TTO coordinators at the five partner schools completed a short factual online survey. The survey gathered the following information:

- the school's reasons for starting tvmb
- the aims of each school's tvmb department
- the year the tvmb department started
- how tvmb is organised at school
- intake procedure for tvmb students
- facts about student numbers and classes
- reasons that students choose tvmb
- subjects taught in English.
- EIO (European and international orientation) activities.

Further factual information was asked for during the interviews if the survey was incomplete or unclear.

3.3 Interviews

As a result of the literature study, three interview protocols were created: one in English for TTO coordinators, one in English for subject and English teachers and one for students in Dutch. These protocols were improved and fine-tuned as a result of feedback from staff at our main partner school, Anna van Rijn in Nieuwegein.

The interview protocols consisted of a number of key questions based around the research question and some prompts which helped interviewees to explain more about the key question. Below is one example of an interview question and prompts from the interview protocol for subject and English teachers.

Figure 3.1: Example key question and prompt from interview protocol subject and English teachers

1. Learning and teaching

KEY QUESTION: What works in tvmb? What is special/unique about tvmb?

PROMPTS

- difference tvmb/vmb?
- success story? Something that's going well?
- pitfalls? Something that's not going well?
- difference between teaching in different *types* of tvmb? (TL, GL, KBGL, BBL, LWO) (theoretische leerweg, gemengde leerweg, de kaderberoepsgerichte leerweg, basisberoepsgerichte leerweg, leerwegondersteunend onderwijs)
- differences between teaching in thavo/tvwo and tvmb?
- What helps tvmb students learn best related to language learning / content learning?
- What works best in the classroom in tvmb related to language use?
- How do you keep students using English?

After the initial interview with a number of students, we discovered that students found that they also learned English by using it outside the classroom. As a result of this conversation with students, an extra question asking students about learning outside the classroom was added.

3.1.1 Interviews : protocols and key questions

Each interview included a number of key questions; in Figures 3.2, 3.3 and 3.4 on the next few pages you can find these key questions. Some example interview protocols can be found in Appendices 2 and 3. The interviews were all recorded for future reference.

Figure 3.2: Key questions dealt with in the interviews: subject and English teachers

<p>Interview questions subject teachers and English teachers</p> <ol style="list-style-type: none">1. Learning and teaching Key question: What works in tvmba? What is special/unique about tvmba?2. Students Key question: Why do students choose tvmba?3. Teachers' English / affective side Key question: How does your own level of English affect your teaching?4. Assessment Key question: What are good ways of assessing tvmba students?5. Materials Key question: What sort of materials do you think help tvmba students best to learn? (books, websites, etc)6. Collaboration/role of English teachers Key question: What is the role of the English department in making tvmba a success?7. European and International Orientation Key question: Which EIO elements contribute to the success of tvmba?8. Anything else to say about what makes tvmba a success?

Figure 3.3: Key questions dealt with in the interviews: TTO coordinators

Interview questions TTO coordinators

1. Facts and organization

Key question: How is tvmba organized at your school?

2. Learning

Key question: What works in tvmba? What is special/unique about tvmba

3. Teachers

Key question: What is a good tvmba teacher?

4. Teaching

Key question: What is special/unique about teaching in tvmba?

5. Collaboration/role of English teachers

Key question: What is the role of the English department in making tvmba a success?

6. Students

Key question: Why do students choose tvmba?

7. Parents

Key question: What is the role of parents in helping tvmba to be a success?

8. Assessment

Key question: What are good ways of assessing tvmba students?

9. Outside classroom

Key question: Which EIO element contribute to the success of tvmba?

Figure 3.4: Key questions dealt with in the interviews: students

<p>Interview questions students</p> <p>1. Algemeen Key question: Wat werkt in tvmbó?</p> <p>2. Docenten en leren Key question: Wat helpt je het best om te leren in tvmbó? Wat werkt?</p> <p>3. Motivatie Key question: Waarom ben je gemotiveerd voor tvmbó?</p> <p>4. Materials Key questions: Wat voor materialen helpen je om in tvmbó te leren?</p> <p>5. EIO Key question: Wat EIO elementen zijn succesvol in tvmbó?</p> <p>6. Is er iets anders dat je kwijt wilt over tvmbó?</p>

3.3.2 Organisation

An email was sent to each of the five participating schools with suggested instructions and a model programme for the day was also included as a guideline, as illustrated in *Figure 3.5: Excerpt from email to schools about suggested programme* and *Figure 3.6: Model suggested programme for school visits*.

Figure 3.5: Excerpt from email to schools about suggested programme

School visits

- Observe and video 3 to 4 different tmbo lessons or activities
- Interview group of 3 subject teachers teaching in tmbo
- Interview the English teacher(s) teaching in tmbo
- Interview the TTO coordinator
- Interview group of 5 tmbo students (from different years if possible; the group should reflect the make up of the tmbo population)

I will interview in English and in Dutch, depending on who I am speaking to and everyone I interview will remain completely anonymous in the final publication.

All of the interviews will be recorded on audio or video (for analysis). As a result of the interviews, I will create a questionnaire which I will send to your school and others who have started tmbo.

Figure 3.6: Model suggested programme for school visits

Suggested programme

08.30	Arrival at school/coffee
09.00-10.45	Observe 3 to 4 (parts of) different tmbo lessons - preferably with teachers who are considered by the team to be “good” tmbo teachers; in different subject areas, e.g. English, science, a hands-on subject such as art or PE, a history/geography lesson, a maths lesson
10.45-11.00	Break
11.00-12.00	Interview group of 3 tmbo subject teachers
12.00-13.00	Interview English teacher(s) tmbo
13.00-13.30	Lunch
13.30-14.15	Interview TTO coordinator
14.15-15.15	Interview group of tmbo students (from the classes observed if possible, from different years and reflecting the population of tmbo)
15.15-15.45	Short meeting with school partner to evaluate the day

3.3.3 Interviewees and observations

We interviewed a total of six coordinators or managers, eleven English teachers, fourteen subject teachers and twenty-two students. Sometimes the TTO coordinator was also a subject or English teacher.

Table 3.1: Interviews at five partner schools, February to March 2011

School	TTO coordinator	English teachers	Subject teachers	Students	Lessons observed
Anna van Rijn College	2	5	4	5	English PE LWOO project
CSG Calvin College Groenehart	1	2	4	4	Biology Maths
Farel College	1	1	2	7	Religious Education English
Lorentz Lyceum	1	1	2	0	Drama (Accent)
RSG Slingerbos-Levant	2	2	2	6	Art English
Totals	7	11	14	22	10

3.4 Observations

Informal observations were also carried out at each of the partner schools, as can be seen in *Table 3.1: Interviews at five partner schools*, above. The researcher asked TTO coordinators to indicate who they considered to be their ‘best’ tvmbos teachers and, if there was time in the programme, the researcher observed these so-called best teachers. The objectives of the observations were:

- to gather examples of activities which appear to work with tvmbos students as input for a later questionnaire and

- to gather examples of teacher behaviour which appear to work with tvmbos students for a later questionnaire.

Due to time constraints, these observations were informal and information gathered was anecdotal.

3.5 Online surveys teachers and students

After the in-depth interviews and observations, two further online surveys were designed, in order to gather more information from a larger number of teachers and students at tvmbos schools. The questions developed for the online surveys were gathered from the interview results.

Table 3.2: Number of teachers and students who completed the online survey

School	Number of teacher responses	Number of student responses
Anna van Rijn College, Nieuwegein	11	7
Calvijn Groene Hart, Barendrecht	1	0
Farel College, Ridderkerk	0	1
Hubertus Vakschool, Amsterdam	1	16
Jacobus Fruytier Scholengemeenschap,	1	0
Lorentz Lyceum, Arnhem	1	0
Roncalli mavo, Rotterdam	1	0
RSG Slingerbos-Levant, Harderwijk	1	0
Via Nova, Leidsche Rijn	1	1
Wolfert PRO school, Bergsenhoek	1	41
TOTAL	19	66

3.5.1 Piloting online surveys

The two online surveys were piloted by teachers at our main partner school, and improved according to their feedback. After this short pilot, the surveys were sent to the tvmbos schools which are already working with tvmbos via the tvmbos network. Nine-

teen teachers from eight schools and 66 students from a total of five schools completed these.

This chapter has described our research methods. Chapter 4 will describe the results of the short factual online survey.

4 Short factual online survey: results

4.1 Introduction

This chapter describes the results of the initial short factual online. The five schools which were involved in the interviews responded to this short online survey about their bilingual stream.

4.2 Why start tvmbos?

The schools were asked for the reasons why they started tvmbos. The reasons given were varied, even across five schools. The responses show that schools want to give vmbos students the chance to learn in English, for their future workplaces:

- “To speak English is not only an advantage for the happy few but also for the car driver, nurse at the hospital, the car mechanic or the workers in tourism.”
- “Kids will get jobs in which they need to communicate in English as well.”

For two schools, opening a tvmbos was an expansion of their existing bilingual vwo stream: they could use the already available tvwo expertise to benefit the vmbos/mavo streams. One school explained that they do not have a tvmbos stream, but call it *versterkt talenonderwijs*. The school wanted to give students to have more English (30%) and, very importantly, more internationalization in their curriculum. Another school wanted to attract more pupils as a marketing ploy and to provide better opportunities for pupils. One school stated that they considered CLIL methodology a better way to learn English than regular English classes.

4.3 Aims of tvmbos

The aims of the tvmbos streams which have already started are also varied and linked to the reasons to starting tvmbos. We summarize these below.

4.3.1 Level of English and internationally-recognized tests

One school states one reason for starting vocational CLIL to be that the English learned at school in regular classes is not up to standard: “Pupils' level of English is good enough for most businesses.” Another school states that they have decided not to start a vmbo according to the official quality standard (see Appendix 1), but to mainly focus on speaking skills. The subjects at this school which are taught in English are mostly subjects that do not use books or have written tests (PE, home economics, arts, crafts and design and computer science). One school also mentioned that they are aiming for more spoken fluency by their students. A further reason given by two participating schools was for students to prepare for an internationally-recognized English test - the Anglia test (including a speaking test) at the end of their vmbo career.

4.3.2 European and International Orientation (EIO)

One important reason for starting vmbo is internationalization: global communication and understanding. Reasons given were that students broaden their horizons and gain international knowledge and skills. They learn to have a wider international perspective since the school provides a broad programme of international activities.

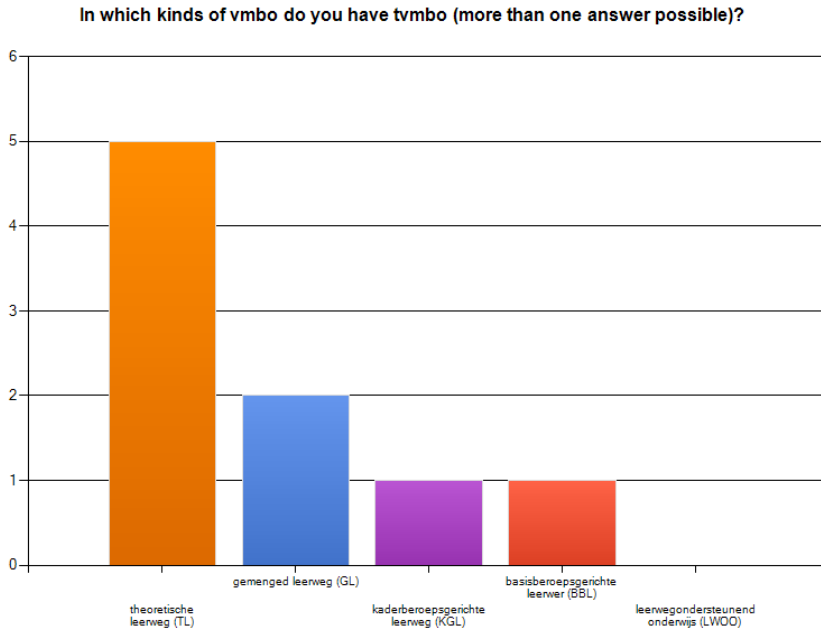
4.3.3 Link to primary and higher education

One school mentions that they work on continual learning. English at secondary school is seen as a continual learning process from the primary school through to further education.

4.3.4 Which kinds of vmbo?

Of the five schools asked, all of them had vmbo in the *theoretische leerweg*. As can be seen from *Figure 4.1: Which kinds of vmbo?* below, schools have also implemented vmbo in other types of vmbo.

Figure 4.1: Which kinds of vmbo?



4.4 When did vmbo start?

Tvmbo is young: three of the schools involved in this survey started in 2010, one in 2008 and one in 2009. The ‘oldest’ school in the survey started in 2006.

Corresponding to this information, we see that few schools in the survey have students who have completed their four year vmbo. At the time of writing, most schools have just started a tvmbo stream.

Figure 4.2: In which year did your tvmba stream begin?

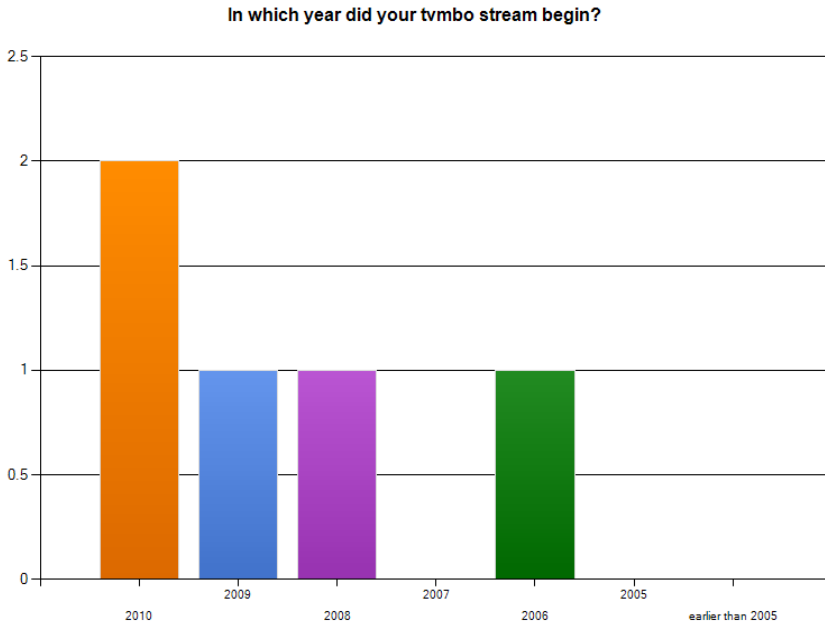
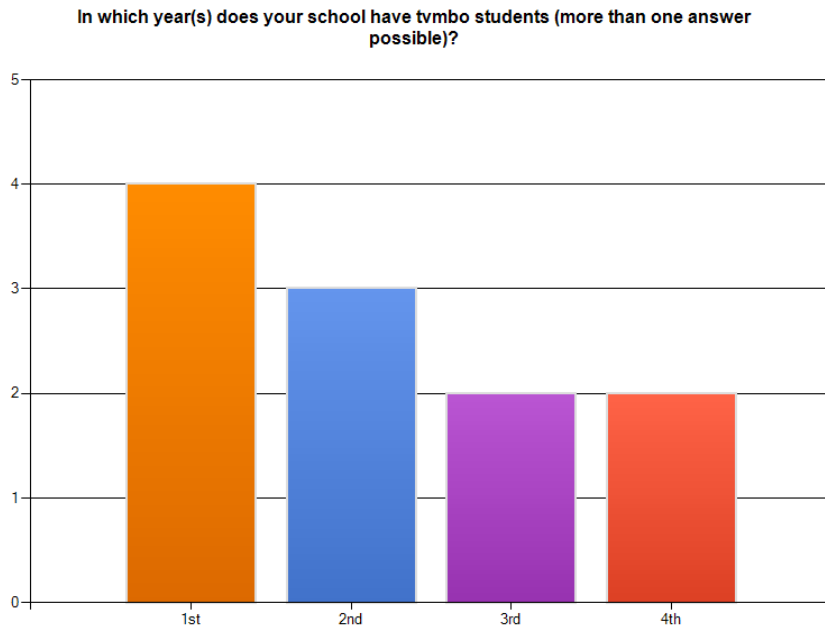


Figure 4.3: In which year does your school have tvmba students?



4.5 Organization of tvmbó

This section discusses how the five tvmbó schools who were partners in this study organize their tvmbó. Further information about the organization of tvmbó can be found in Chapter 5, section 5.2.1.

4.5.1 Projects or lessons

The five partner schools organise their tvmbó in different ways. Three schools have a mixture of regular classes and projects, the other two incorporate tvmbó into regular classes.

4.5.2 Percentage of time

Most schools spread the time spent on tvmbó across the years. Since most of the schools in the survey have just started tvmbó, the information about the upper years (3rd and 4th years) of tvmbó is incomplete.

Following the short factual survey, interviews were carried out with a number of teachers, TTO coordinators and students at the five partner schools. The following chapter (Chapter 5) goes into the results of these interviews.

5 Results: interviews

5.1 Introduction

Chapter 5 discusses the results of the interviews at the five partner schools. At each school, we interviewed the TTO coordinators, subject and English teachers and students. Sometimes the TTO coordinator was also a subject or English teacher.

5.2 Results: interviews with TTO coordinators, subject and English teachers

The following section discusses and describes the results of the interviews with the subject and English teachers and the TTO coordinators. Since the results from the teachers and coordinators are similar, we have chosen to collate them in one section, to prevent repetition. Sample interview protocols can be found in Appendices 2 and 3.

5.2.1 Organization

The five partner schools organize their tmbo in different ways, as follows:

Anna van Rijn College, Nieuwegein

Anna van Rijn College has, like the Lorentz Lyceum, chosen to do tmbo with all their students, at all vmbo levels. They have designed a number of projects themselves, in teams including English teachers, which they carry out at different periods in the school year. Examples of these are: Scandinavia (humanities), a fashion project ('Back and Stage' department), the weather on my date of birth (mathematics). Some of the projects are carried out in large groups with the English and subject teachers present in the classroom. The LWOO teachers carry out the projects in their own lessons which have been written by their colleagues.

Anna van Rijn College has a strong internationalization programme at both locations (havo/vwo and vmbo) and considers EIO a vital element in their programme. The school is also an Elos accredited school. Elos offers a quality standard regarding European and International Orientation, learning outcomes for EIO and an international network of schools. Elos prepares young people for a future in a society in which

European integration and globalization are a reality. The vmbo location is a completely separate organization and does not use teachers from their tvwo location in the tvmbbo.

CS Calvijn Groenehart, Barendrecht

CS Calvijn implements tvmbbo via lessons in English in a number of regular classes: PE, mathematics, history, biology, music and an international class. The first year has about 40% of their lessons in English and, due to numbers, is a mixed tvmbbo/havo class. The school took a year to prepare teachers in English language and CLIL methodology before opening their tvmbbo stream in 2010-2011. There is already some cross-curricular cooperation between teachers, where the English teachers support subject learning in their lessons. Ten teachers are preparing for the Cambridge Advanced Certificate in English.

Farel College, Ridderkerk

Farel College in Ridderkerk decided three years ago to start what they call a tmavo stream. The school wanted to take time to organize and think about it and now has mixed mavo/havo classes in years 1 and 2. The school wants to attract more ‘mavo children’ to the bilingual stream and to give mavo students a chance and challenge – ‘We are a school that innovates’ said the TTO coordinator. Marketing and student numbers also played a role in the decision to start a tvmbbo stream. However, most students in the bilingual stream at the moment achieve havo level and move into the (non-bilingual) havo stream. Like the Lorentz Lyceum below, Farel College has a blooming tvwo department which is already ten years old, and uses teachers – whose English is already good and who already taught at mavo level – to teach in the tmavo/havo classes. The children have one extra hour of English per week. Farel College implements tvmbbo via lessons in English in the tmavo class. They teach PE, geography, history, arts, and biology in English and some EIO lessons. Between the summer holidays and the autumn break in October, the students are allowed to use some Dutch, but after the fall holiday, they must only use English. In the first year they go to Canterbury for two days and in the second year they go to a kids club in the UK for 5 days

Lorentz Lyceum, Arnhem

Lorentz Lyceum is the school with perhaps the most experience of tvmbbo in the project, although they still call their stream *versterkt taalonderwijs* (VTO) and are not planning, at the moment to call their stream a tvmbbo. The school started VTO in 2005. The school’s most important ambition for the VTO is the idea that students are becoming global citizens who will need English in the future. The school uses teachers who

have worked longer in bilingual havo and vwo and vmbo, which means that the level of English of the vmbo teachers is already good. Drama classes in English (called ACCENT) are considered extremely important to encourage speaking and self-confidence: in the first year, for example, students have three hours of drama. A further important aspect of the VTO at Lorentz is that there is a lot of integration between EIO and learning in English: students prepare thoroughly for exchanges, do projects with other English-speaking students and are involved in learning circles (see *Figure 5.3: Good practice: Learning circles*). These projects are considered an excellent way of dealing with diversity, since they allow for choice in terms of level.

RSG Slingerbos-Levant, Harderwijk

The world class, or *wereldklas*, at RSG Slingerbos-Levant, also a form of *versterkt taalonderwijs* (VTO) begins in the second year and is, in principle, meant for motivated students. Its aims are for students learn to speak good English and to give vmbo students the chance to learn in English as well as the vwo students at the school.

Unlike Lorentz Lyceum and Farel College, the world class does not cooperate with the tvwo at the school, started in 1997, since the management considers that a special kind of teacher is necessary for vmbo. The students have ten hours per week in English in subjects where the emphasis is more on speaking than writing: art, craft and design, PE and music; the first year students also have an extra half an hour speaking practice. Furthermore, the world class students have project work with an English teacher on Wednesday afternoons as an extra. Students will take an Anglia examination in the fourth year. Students are also involved in international activities (Elos-related) and an international trip to England.

5.2.2 Learning and teaching

The first questions asked to the teachers and coordinators were about learning and teaching: *What works in tvambo?* and *What is special or unique about tvambo?* Below is a summary of the findings.

Attitude

One aspect of tvambo students which emerged from the interviews is that some tvambo students are very motivated. This fact, in turn, motivates the teachers working with them. They are, according to the teachers, eager students who are willing to try and who don't mind making mistakes. They also mentioned that the students feel special and motivated, because tvambo is different and helps students to show that they can take on a challenge. The students are also motivated because they realise they are im-

proving in English and feel proud of that fact. This might well have an impact on their self-image.

Two schools mentioned that the bilingual vmbo group, in comparison with their regular vmbo-t classes, is a more motivated; stronger group with a good atmosphere. They try to talk English and don't mind if they make mistakes. This all means that they are, in some ways, easier to teach than the regular groups, and that more material can be got through. At the two schools with combination thavo/tvmbo groups, a majority of the students went into thavo in the second year; unfortunately, no conclusions can be drawn from this information as yet, but this might be related to motivation.

Hands on, variety and activity

Teachers mention during the interviews that the concentration span of tvmbos is short. Their advice is to get them working, to get them active quickly at the start of lessons and to provide enough variety and short activities. They believe that classroom activities where students do things help tvmbos to learn; examples of this are giving presentations or short speeches, making things such as posters or visuals, cooking, doing art work, working with mind maps to make the subject visual, puzzles, crosswords or memory games. Working in small groups with clear assignments and structure helps tvmbos, too. Keep active yourself is also advised: walk around the classroom to monitor work and the use of English. Coordinators also mentioned that good tvmbos are able to activate students and use variety of tasks to stimulate participation. They see tvmbos as being interested, and are not afraid to do a variety of activities in English.

A good tvmbos teacher

The coordinators were also asked specifically about their opinions about what makes a good tvmbos teacher. The coordinators mentioned that their bilingual teachers are enthusiastic, motivated and ambitious members of staff. Similarly to the teachers in the interviews, the TTO coordinators consider aspects of teaching in tvmbos such as variety and interaction important in the classroom. In the classroom, coordinators all agreed that doing practical, hands-on tasks and games motivate tvmbos students. Projects are also considered motivating.

Contact and ability to assess

One of the main aspects of good tvmbos teachers, according to the coordinators, is that they are good at making contact with their students and have a 'feeling' for working with vmbo students. Good tvmbos teachers can assess the ability of the students, both in

terms of language as well as in terms of content and can adjust their own level of English as well as the level of the materials accordingly. They realize when it's too difficult for the students, switch to Dutch for difficult concepts and then return to English. Another quality was the ability to check understanding well, for instance of materials or of instructions. This enables the students to follow more easily.

Motivation and ambition

Good tmbo teachers also speak fluent English and want to develop themselves further in terms of English and methodology. They find it a challenge to teach in English. These teachers also tend to be the innovative teachers in the team, are not afraid to learn, are open to change and develop and are self-critical.

Below in *Figure 5.1: Example of good practice: a biology lesson in year 1*, we describe a lesson which we observed and which we consider contains many of the elements of a good tmbo lesson mentioned in the interviews.

Figure 5.1: Example of good practice: a biology lesson in year 1

Revision of muscles and the skeleton

The first year class has been in tmbo for 5 months. The classroom is organized into groups of tables. The students come in and sit in groups of three or four around the tables. The teacher (Charlotte – not her real name) has placed a piece of blank A3 paper in advance on each table.

Charlotte talks English 100% of the time, simplifying if necessary but not using any Dutch at all. If really necessary, she invites the children to explain to each other, occasionally (but rarely) in Dutch. As well as talking English all the time, Charlotte gives huge compliments for the work and for using English throughout the lesson. The children all apparently understand more or less everything and participate eagerly and enthusiastically.

Charlotte first explains that they are going to work on revising muscles and the skeleton for a test next week. They are told to turn the pieces of paper over. In the middle of two groups' piece of paper is the word "muscle" and on the other group's piece of paper the word "skeleton". She gives them seven minutes to make a mind map in their groups about their word (the children know what a mind map is). 'What do you know already?' she asks.

The pupils come up with lots of ideas: they write down words such as ulna, radius, muscles, skeleton, biceps, triceps, exoskeleton, endoskeleton, contract, hinge joints and jaw bone. They can explain in English what an endoskeleton is, what an exoskeleton is and can give examples. They can write lots of short sentences and can explain what cartilage does: “It makes moving easier”. For two examples of the pupils’ mind maps, see *Figure 5.2: Two biology mind maps: Muscle and Skeleton*

Charlotte puts the pupils’ mind maps on the board with magnets and invites different children to come up to the board and say something briefly about their mind maps. She keeps the pace going. The other children listen. Charlotte asks questions to the class, checking understanding as the pupils talk about their mind maps, such as *What moves the voluntary muscles? To what are the muscles attached?*

Charlotte also pays continual attention to language. For example, one pupil has forgotten the word *pull* so she pulls on her sleeve and says *What am I doing? I am p....?* The pupil then remembers the word *pull*. (This is an example of scaffolding – helping the student to find the word herself rather than giving the answer.)

PAIR GAME

Charlotte then divides the class into pairs to do a memory game; the children move into their new pairs. During their English lesson with their English teacher, they have made sets of cards: questions are written on orange cards and the answers to the questions on the pink cards. The sets are different, since they were all made by different pairs of pupils. Charlotte explains that students are going to work with the questions and answers they made in their English lessons. There are three stages to the game:

1. Match the questions and answers with the cards face up.
2. Change pairs. Match the questions and answers, but only the questions are shown.
3. Change pairs. Match the questions and answers but all the cards are face down.

Here are some examples of questions and answers on the cards:

How do we call a skeleton on the outside of the body? An exoskeleton

How many functions does the human skeleton have? 4 functions

What are shoulders and hips together? Limb girdles

Of how many bones does your backbone consist? 33

What is in between the vertebrae? Cartilage disks

How many bones does a human skeleton have? More than 200.

Pupils change pairs and places and play the game twice more.

Charlotte then revises a couple of things that she feels necessary to do in the whole class setting. For example, What are the functions of the skeleton? Movement, protection, making blood cells, shape. She also asks one pupil, *Jason*, *what have you learned today?* Jason explains what the skeleton does.

Figure 5.2: Two biology mind maps: Muscle and Skeleton





Creativity, projects, surprises and new things

Linked to the topic of variety, several teachers mentioned that students learn well if they are allowed to be creative themselves. Tvmbo students like to express their own thoughts and to use their fantasy, to push their creative boundaries further. And surprises and new or exciting things also work in the classroom. For instance, making a 'fantasy animal' for biology and explaining its life processes.

Projects allow, too, for creativity and experimentation. For example, one school does a project on America, with twenty-two possible subjects to choose from in groups of three; each topic is allocated a different number of points and the students choose topics which add up to 120 points. Another example is a project on a British city – each group having a different city (Manchester, Reading) or area (the Lake District, the Scottish islands) to investigate and the same budget to spend. Groups of students have to plan a week's holiday using the budget, including their accommodation, cultural visits and their journey.

Choice

Some teachers say that one way to motivate tvmbo students is to give them choice. For example in a reading project, the teacher has ten boxes of books and DVDs plus ac-

companying assignments. Students can choose which book to read or DVD to watch, with the accompanying assignment. Project work also usually involves some choice.

Internationalization, real life, authentic materials and real communication

One way of motivating tmbo students is to incorporate internationalization and real contact with other students around the world into the curriculum. Examples mentioned were an email project with Turkey and learning circles (see *Figure 5.1: Good practice: Learning circles*).

Figure 5.3: Good practice: Learning circles

Good practice: Learning Circles www.ict-edu.nl

Learning Circles is a way to learn together. Schools from different countries sign up on the website of ICT&E for a particular subject. In 2010-2011, for example, the topic was *The Digital Generation*. In this case (Lorentz Lyceum in Arnhem), ten schools were involved, including the Netherlands, Slovenia, Romania, Macedonia, Ghana and Egypt. Each school puts up a question related to the topic for all of the other schools to research, e.g. *What Internet threats are there in your country?* Or *What if we lost technology?* The classes – in 9 groups (one per question for each contributing school) – then research all the other questions from the other schools.

The school in our study uses Learning Circles as part of a project hour for internationalization. The teacher puts the results of the research on to the web for the other schools in the project, using a wiki with his students to share information.

The project lasts for 8 weeks between March and May. This is divided up as follows:

- two weeks introduction
- two weeks to find and place the questions
- four weeks to answer the questions from other schools and to work through the answers to your own question.

In order to join, a school needs to apply around October for a February learning circle.

Here are some examples of topics for learning circles in 2010-2011:

Global Teenager Project - Engels, Duits, Frans, Spaans, Arabisch

Challenges of the 21st century - i.s.m. APS - voor (hoog)begaafde leerlingen - Engels

Eco Friendly Schools - Taiwan, Canada, Lebanon, Netherlands - Engels

Regels op school en thuis - Suriname, Curaçao, Nederland - Nederlands

Feesten en vieringen - Suriname, Curaçao, Nederland - Nederlands

Ondernemend leren - Suriname, Curaçao, Nederland - Nederlands

Colours and sounds of our country - Suriname, Curaçao, Nederland - Engels

Why do teachers consider Learning Circles to work for tvmb? Students are interested in the topic, and are motivated and excited to communicate with other students from other countries. The project involves real communication and helps to improve their English. Furthermore, students are proud to participate in a multicultural project and notice the level of other students in other countries (often worse than their own!). At the end of the project, they are proud of what they achieve. Another reason that learning circles work is that they are student-centred: students think of the questions and work on what they want to learn.

Authentic materials are also considered motivating. Teachers mentioned music, recordings from YouTube, stories, newspapers, leaflets, films, poetry, short stories and pictures. Learning about national festivals in English-speaking countries was also something that teachers felt that helped their students to learn: for example, a lesson on Halloween

Structure and strong personality

Several teachers mentioned that tvmb students need special, personal attention and contact. Also mentioned were the personality and classroom skills of the teachers. It was considered that a strong personality and a good voice are helpful. Students need to feel safe to speak English - some are afraid and need encouragement to experiment. The teacher also needs to be clear that students should not laugh at each other's attempts at English.

Lots of structure is also considered important. Some ways of creating structure were mentioned, for example posters of standard sentences hung in all the classrooms as a learning aid (Can you repeat that? Please may I go to the toilet? How do you say _____ in English?). If group work is done, teachers advise their colleagues to group boys and girls together, not to group friends together, and to work in different groups each time. And activities in groups should involve tasks where every student has a different task and/or role, so that they are equally and simultaneously active.

Other classroom strategies which were mentioned were crystal clear instructions and telling exactly what you expect from your students. Vitaly important, too, is to check

thoroughly that students have understood by asking them quick check questions, for example, ‘What do you have to do?’. Furthermore, repeating and recycling material in different ways is important. One teacher, for example, revised a topic by asking students to find words starting with each letter of the alphabet, from a to z, related to the unit just covered. Another mentioned an activity where each student labelled a piece of furniture in the room with a sticky label. Another idea came from a three hour drama lesson, where the teachers and pupils stuck to speaking English for the first hour and then were allowed to use Dutch. Giving this time limit worked.

Teachers also mentioned that their own enthusiasm, positive attitude and humour are important, and that lots of compliments for students help when they do something well. Allowing students to make mistakes is also important: students should be able to experiment with the language they are learning. They should not be punished for making mistakes: they should be seen as a part of learning. Students can also learn to compliment and give feedback to each other and to help each other. All of this creates a positive learning atmosphere. “They are better than they think they are,” said one teacher, and another, “It’s all atmosphere and enthusiasm and being positive”.

Dealing with diversity

Some teachers mentioned that they try to design their lessons around a variety of learning styles in order to deal with diversity. They are aware that students learn differently and therefore aim to help students with all learning styles. Examples mentioned were using visuals such as cards, walking around the classroom while doing physical activities and working in groups.

Use of English

Some teachers believe that using (nearly) 100% English is best for tvmbos students. Others say that they use as much as only 25% in the first year when students begin. Teacher’s opinions are, thus, inconclusive here. This contradicts their students’ wishes (see later in this chapter): they want their teachers to use (nearly) 100% English!

5.2.4 Why do students choose tvmbos?

Why do students choose to enter a tvmbos stream? As mentioned already, all of the students at two of our partner schools are in the bilingual stream, so only have the choice when they enter the school.

Teachers’ and coordinators’ opinions about the choice for tvmbos are varied. Some say that students choose the school, or an interesting department, rather than a bilingual

stream. Others choose the school because it has a bilingual vmbo. Still other teachers say that students do not choose tvmbos: at two of the partner schools, all of the vmbo is a bilingual vmbo, working with projects. At another school, classes needed to be filled, so those with high English marks were also put into tvmbos to complete them. Another reason to choose tvmbos is parental pressure or a suggestion from the primary school teacher, or the fact that students realise that their parents use English in their jobs. A smaller number of students, according to the teachers, want to be different and to stand out. Some also see tvmbos as a challenge. Some students were convinced by the open days at the tvmbos schools. Teachers believe that some parents encourage their sons and daughters to join the bilingual stream and the coordinators also believed that the open day and marketing had an influence on student choice.

Students' opinions about the choice of tvmbos are different. One main reason mentioned was that students choose tvmbos for the future – for job prospects (e.g. professional footballer!). Another reason to choose tvmbos is that they want to study a future course in higher vocational education which is in English, or because they want to communicate with their peers on holiday. Yet other students are interested in an internationally-recognised certificate (e.g. Anglia) and in trips abroad and exchanges.

One coordinator mentioned that tvmbos students are clearly very much more motivated than regular vmbo students. For example, fifteen out of the seventeen students in one class helped during the open day, even on a Saturday. All of the tvmbos students came on a trip to an English pantomime. The coordinator compared this anecdotally with the regular vmbo students who were apparently not so motivated to participate in their free time.

5.2.5 Teachers' English / affective side

A question asked in the interviews with the teachers was *How does your own level of English affect your teaching?* There seem to be two main responses to this question: some teachers are happy with their level of English, despite it not being perfect; and others are concerned that their English disturbs their relationship with the students.

The first group talks about their English being no problem, even though they feel that their level is not good enough. One said, "It doesn't affect my relationship with the children," despite him feeling that it was more difficult to teach in English. Teachers in this group also say that having to design lessons in English makes them more creative and that they feel that their own English is improving. They mention that the pace is slower in the bilingual classroom than in the 'normal' vmbo classes. The most enthu-

siastic teachers in this group – mainly English teachers – say that they find it possible to use English 100% of the time, including social chit chat, and that they manage to encourage the students to try hard to use English as much as possible. They say that they are confident about their own English and that they manage to simplify and can talk at the level of the students.

The second group of teachers indicates that they find it more difficult to teach in English, that they sometimes feel ashamed, for example, of their pronunciation and speaking skills. They believe their own English level is not good enough. These teachers feel that they lack the tools to teach these students in English, especially strategies to encourage the students to use English themselves. At the school where lessons are 50% in English and 50% in Dutch, teachers say that their enthusiasm is diminished, since the students talk 90% in Dutch and only a very small minority (10%) are motivated to use English.

Teachers' English and international examinations

The coordinators were asked about how their school works on improving their teachers' English. At one school, once the school had decided to embark on *tmbo*, all the teachers took an online diagnostic language test (*dialang*, to be found at <http://www.dialang.org>) to assess their English language proficiency. They also had an interview with a native speaker to further assess their speaking skills. After that, they had a course in classroom English with a trainer from outside the school and then a two-hour lesson in English given by a colleague every fortnight.

Opinions about taking internationally-recognised qualifications differ between the five schools surveyed. Some schools do not wish their teachers to take official examinations in English; other schools insist that their teachers achieve a minimal level of English and are required to take the Cambridge Advanced Certificate in English (CAE).

5.2.6 Assessment and *tmbo*

A further question in the interviews was *What are good ways of assessing tmbo students?* In *Figure 5.5: Ways teachers assess tmbo students* you can see some examples of ways that teachers assess their students at the moment. Some teachers recognized that assessment in English was not (yet) an issue for them: they have not really yet thought about the consequences of assessment and testing their subject in English. Coordinators have ideas about assessing their students but these ideas have yet to be put into practice. They have not yet considered the impact of bilingual education on test-

ing. However, some ways of assessing tvmbo students were talked about during the interviews, which are summarized in the box below.

Figure 5.5: Ways teachers assess tvmbo students

Assessment in tvmbo

- Students present their favourite song in English: one of the assessment criteria was the English
- A test on the Vikings, including a mark for the humanities and for English
- A drawing was marked for the drawing skill and effort, but not for the English
- A fashion project, where students make clothes and show them in a fashion show: a mark for content as well as effort in English
- During lessons I walk around listening to students and give them feedback afterwards on their English
- I test all language skills and vocabulary and grammar
- Multiple choice questions in English
- A test where students had to complete the gaps in a text
- Biology: a grade for a fantasy animal, a grade for practical work
- Tests from the (English) book
- A presentation about European country
- Accent report card (see *Figure 5.6: Accent report card, Lorentz Lyceum*)
- A rubric where I describe what I expect from students
- Presentations, spoken language, regular module test from book, GPs (*gecoördineerde proefwerken*)
- A collage
- Students write, get feedback and then redraft assignments for me
- Projects have to be sufficient or good – we don't give a mark.

Internal tests

At one school, students take the same tests in English and in Dutch and assume that students will get the same results or better. Other schools, for example those working with more projects, assess performances, practical things made (such as a peep box or a piece of art) or presentations. One school does not yet assess the students' English during projects, so that the English element is not visible in their subject grade.

Figure 5.6: Accent report card, Lorentz Lyceum

accent @ Lorentz

REPORT term 1 2 3 year

Name: Class.....

●●●	Big skill	I am really good at this !
●●○	Medium skill	O.k. but I can do better
●○○	Small skill	Not good. I need to work on this

	ME	Teacher
GROUPWORK & PARTICIPATION		
I am able to work well with everybody	○○○	○○○
I always give my best to the Accent lessons	○○○	○○○
CREATING & SKILL		
I always share many ideas in class and in groups	○○○	○○○
I am able to act with strong expressions (face, body, voice)	○○○	○○○
SPOKEN ENGLISH		
I am able to communicate well in English (fluency)	○○○	○○○
My English sounds good (grammar & pronunciation)	○○○	○○○
PRESENTATION & PERFORMANCE		
I am always well prepared and organised on stage	○○○	○○○
I am able to make my acting believable/convincing	○○○	○○○
EVALUATION & REFLECTION		
I always give 100% attention as an audience member	○○○	○○○
I am able to explain what I do/do not like about a presentation	○○○	○○○

MY TARGET FOR NEXT TERM:	TARGET FROM TEACHER:
Signed: Date:	Signed Date:.....

External tests

Some schools work with Anglia tests (<http://www.anglia.org>) and are considering Anglia examinations in order to be able to comply with the tvmbq quality standard (see Appendix 1). The advantage of external examinations is that they provide an objective test of students' English. One disadvantage is that the examinations cost a fee. One school is working towards Anglia examinations in the 4th year at different levels so that every student will leave school with an English language certificate of some kind. Some schools are investigating tests in English which are more relevant to vocational skills.

5.2.7 Materials

During the interviews, we asked teachers *What sort of materials do you think help tvmbq students best to learn?* Some referred to the course book, but many feel that a course book for students in English (e.g. from Britain) was too difficult. 'Real life' materials work well, for example, the internet, films, music and songs. Several pointed out that they created their own materials and exercises and that they felt that creative assignments worked best; this is an interesting finding since the students also indicated a strong preference for creative assignments. For example, an English teacher asked students to pick two verbs and two places and to write a short story about those four aspects. Another teacher used realistic conversations and role plays - assignments where students really communicated in a realistic way about a topic.

Again, the idea of materials which stimulate short, active and interactive activities have teachers' preferences, such as visual materials and colours, activities using a smart board or computers, and games. Physical activities are also considered to work, for example students writing on the (smart)board themselves.

Some teachers (mostly English teachers) mentioned some useful websites, which are to be found in *Figure 5.7: Useful sites suggested by tvmbq teachers in the interviews* below.

Figure 5.7: Useful sites suggested by tvmbq teachers in the interviews

<p>http://learnenglish.britishcouncil.org/en/ http://learnenglishkids.britishcouncil.org/en/ www.youtube.com</p>

<http://maryglasgowplus.com/scholastic>
<http://www.teach-nology.com/>
<http://www.bbc.co.uk/schools/ks2bitesize/>
<http://www.bbc.co.uk/schools/ks3bitesize/>
<http://justiceinamerica.webklik.nl/page/introduction>

5.2.8 Collaboration and the role of English teachers

It emerged from the literature search in Chapter 2 that collaboration between language and subject teachers a key is to success in bilingual education. A question in the interviews - *What is the role of the English department in making tvmbo a success?* – provided some interesting answers about collaboration.

Classroom English

As mentioned earlier, at some schools, the English teacher plays a pivotal role in helping subject teachers to improve their English, for example providing a two-hour, fortnightly lesson which is facilitated by school. At one school, the English teacher is allocated some of her hours to teach her colleagues English, through CLIL activities which they might, in turn, then use in their own subject lessons. These classes include very activating tasks so that teachers communicate a lot in English, also in the hope that teachers can apply these ideas for activities in their subject lessons. These are short, fun and inspiring exercises. At another school, the English teacher works with his colleagues to prepare for the Cambridge Advanced Certificate in English (CAE).

Other schools employ an external coach. One school asks teachers to prepare for the CAE examination at their own pace; another organizes formal lessons in preparation for the examination. At one school, the English teachers are expected to facilitate the development of projects with groups of subject teachers. However, unfortunately not all of the English teachers feel capable of doing this and this way of organizing the development of projects is not strongly recommended.

At other schools, the English teacher works with subject colleagues on making materials. For example, during a series of biology lessons on the human body, the English teacher helped her students to create a matching question and answer game on cards relating to the topic of the human body. The biology teacher then used the game in the biology lesson. For a complete description of this biology lesson, see *Figure 5.1: Example of good practice: a biology lesson in year 1*.

At some schools, the English teachers help informally by correcting materials, tests or exercises that subject teachers have created. English teachers sometimes observe colleagues and give them feedback on their English, but this tends to be incidental – say, three or four times per year.

At other schools, the English department does not appear to be very interested or involved in the bilingual vmbo and does not collaborate at all with subject teachers. At one school, the English department is not so involved, to the disappointment of the coordinator. This was seen as due to the English department not really being a team, not being very motivated for the idea of tvmbos and to the fact that many staff have left. English teachers are, however, mostly very keen on supporting their subject colleagues with their English skills and would mostly like to have a more active, formal role in the development of both language and language methodology skills.

Adviser role

At most schools, the language teachers help their subject colleagues incidentally to check materials or tests. At one school, English teachers are given time to observe their subject colleagues and to give feedback on their English. The subject teachers also observe the English teacher.

Ideally, the TTO coordinators and the teachers themselves would like (more) collaboration between English and subject teachers. This is not always practically possible.

5.2.9 European and International Orientation (EIO)

During the interviews, we asked teachers *Which EIO elements contribute to the success of tvmbos?* Most schools understand the vital importance of EIO as a motivating factor in the tvmbos stream. It appears from the responses that EIO is extremely important for the success of tvmbos: trips abroad motivate the students, gives them a very concrete reason to work up to an exchange or visit in English and to communicate in English with their peers. Furthermore, the link with international or extra-curricular activities (such as visits by English language drama groups, a ‘language village’) and the link with real life motivates these students. At some schools, international elements are already part of the curriculum, since they are done in tvwo and the tvmbos students are able to join in.

In the classroom

Several ideas emerged from the interviews with the coordinators about developing EIO in the classroom. At one school, the *Zorg en welzijn* department have a market

related to different countries. The students make objects related to different countries, such as a recipe or a model (Eiffel Tower) from another country and then present it. At one school, EIO is very much linked with English classes; for example, students prepare for visit to UK by working on e-mail exchanges and presentations of different areas or towns during their English lessons. One school does video conferencing related to Learning Circles (see *Figure 5.3: Good practice: Learning circles*) and does projects on the Internet with a number of schools in other countries, not only in Europe. Two schools have an official one hour EIO lesson per week where students work on aspects of EIO.

Native speakers

One of the requirements of the quality standard is that schools have at least one native speaker teacher on their staff. One school had a Polish language assistant for English and has applied for another assistant (via the European Platform <http://www.europeesplatform.nl>). Another school has no native speaker teacher but does a drama project in English with native speakers. Visits from native speakers are considered as very motivating. Examples of native speaker visitors at our partner schools are:

- an American hip hopper/rapper
- a didgeridoo player
- a Canadian guest speaker talking about Canada
- an American basketball player giving basketball lessons
- native speaker parents presenting in class.

Visiting English-speaking countries and communicating with native speaker teenagers is perhaps the most motivating aspect of EIO. For instance, students prepare an exchange visit with French school students; students email children from Kansas (found via <http://www.epals.com/>). At one school all the second graders work on emails to Uganda and Slovakia during their English lessons. One school has a two-day visit to Canterbury, staying two days in a youth hostel. English language visits in the Netherlands motivate, too. Examples of this are theatre visits in English, and a visit to Corpus in Leiden (<http://www.corpus-experience.nl/>) with an English audio tour.

Learning about other cultures and countries also appears to be an interesting aspect of EIO. Some schools incorporate one lesson per week to EIO or “Europe today”. During these lessons, for example, students give presentations on English-speaking countries. Other schools pay attention to national festivals: for instance, one school had a project on Valentine’s Day; another prepared a Christmas event: parents bought official tick-

ets and had invitations to a Christmas celebration, which incidentally also showed the parents how much English they had learned in a very short time – between the summer and Christmas time in the first year. Yet another school paid attention to Halloween.

Outside the classroom

Here are some examples of EIO activities outside the classroom. Schools go to English-language performances (e.g. drama or pantomime) or go to a museum in the Netherlands which offer English-language tours (e.g. the *Wonderkamers* in The Hague <http://www.wonderkamers.nl>). Many schools invite an English-language theatre company to come and do drama workshops with their children, e.g. the Phileas Fogg company (<http://www.phileasfogg.org.uk/>). At one school, all the tvmbos go on an exchange visit; at another, students go to a “kids club” in Stratford-on-Avon for five days; another school goes to Finborough Hall (<http://www.kgadventure.com/> and http://www.klubxperience.co.uk/html/finborough_hall.html), where they do practical and outdoor activities such as a scavenger hunt with clues to solve a mystery and a night walk. The coordinator found the latter very appropriate for tvmbos, because it was active.

One school is involved in a Comenius project about immigration and has exchanged teachers with schools abroad, from Italy, Greece, Spain and Portugal. Some schools have well-established exchanges where a small number of students go to Greece and Spain.

In *Figure 5.8: Short trips to the UK*, we describe how two schools organize short visits to Canterbury and Dover.

Future EIO

Some of the schools, since they have only just started tvmbos, mentioned that they have lots of plans in the making but that EIO still needs to get off the ground. The TTO coordinators realise that EIO for tvmbos is somewhat different from that in tvwos; for example, the visit to a cathedral to hear evensong did not motivate tvmbos very much! Schools are looking for ways of creating EIO activities which are more relevant

Figure 5.8: Short trips to the UK

<p>At one school, all of the 1st and 2nd years go to Canterbury in UK. They leave school on a Thursday at 5am and are back on Friday afternoon. The groups stay one night in a youth hostel, and then explore the town until about 16.00. They then visit evensong at</p>

Canterbury cathedral and have a tour with questions in the cathedral. The students also visit the Roman museum (considered by the coordinator as less appropriate for tvmbio students), have a tour of the town, play games and have dinner. The students are all given five pounds to spend on dinner and do that independently. On day 2 of the UK trip, they take a bus to Dover Castle and have a tour of the wartime tunnels, which is received enthusiastically by the students. The tour includes activities such as deciphering a code and learning about how soldiers sent messages to each other. After this, they have a walk on the white cliffs of Dover and take the boat home.

Another school organizes a 24-hour visit to Dover, which includes a visit to the castle with a guide; students interview people in the street with questions prepared in the English classes. Once back at school, students then report back and give presentations about what they have done.

for tvmbio students and to vocational CLIL. For example, one school is planning to try to organise apprenticeships in Ireland for their 2nd or 3rd year students, and another is organizing trips next year to, for example, Munster and Zaragoza. At two schools, students can join in the activities which are already carried out with the school's tvwo groups. However, the tvmbio streams want to develop more activities directed more specifically at vmbo or mavo students. One school, for example, situated in a harbour area, wants to develop visits to English-speaking companies in the area, in order to develop vocational EIO.

5.3 Results: additional interviews TTO coordinators

A number of questions were asked only to the bilingual coordinators at our five partner schools. Their responses are presented separately here.

5.3.1 Teacher preparation

The five partner schools prepare their teachers for teaching tvmbio in a number of different ways. There are two main aspects of teacher preparation: English improvement and CLIL methodology. Most schools pay attention to preparing their teachers in terms of improving their English. Two of the schools use teachers who already teach in English to work in tvmbio, so they already have (Cambridge) certificates and good English. These teachers have followed English courses and are used to teaching in English; some have 10 years of CLIL experience already. The tvmbio schools are con-

sidering CLIL methodology training and some have made a tentative start, but believe that improving English is the initial priority. CLIL methodology will come at a later stage. This links nicely to the literature study, which also indicates that teachers' language skills development should be a first priority, before CLIL methodology training.

Extra hours

Some schools provide their teachers with extra hours if they are working in the bilingual stream in their first year of being a CLIL teacher, since it is considered more demanding than teaching in the regular stream.

CLIL methodology and professional development

In response to the question about how schools are working on CLIL methodology and professional development, the answer from all schools was that this aspect of tvmbos was not yet applicable. Schools embarking on tvmbos consider the English of their teachers to be more important at the moment than professional development in terms of methodology. Schools do have plans for CLIL methodology improvement in the future. Some schools do send teachers on CLIL courses in the UK, for example at Pilgrims in Canterbury (<http://www.pilgrims.co.uk>), or on a study tour abroad with the European Platform. This motivates the teachers immensely.

Teacher selection

The coordinators were questioned about how teachers are selected to work in tvmbos. There are several different responses to this question. At one school, all the teachers are required to teach in tvmbos, since the school policy is that projects in English form part of the whole vmbo curriculum. At another school, teachers volunteer to teach in tvmbos and are then tested to see if their English level demonstrates that they are capable of teaching in English.

Some schools choose to invite experienced tvwo teachers to work in tvmbos; others choose consciously not to do so, since they feel that tvmbos teachers should be those who know how to deal with this particular kind of student. The main advantage of having experienced tvwo teachers work in tvmbos is that their English is already more fluent.

5.3.2 Parents' role

We also asked the coordinators about the role of parents in making tvmbos a success. At the moment, only some of the schools work with parents in tvmbos. One school has a committee of parents for tvmbos which meets three times a year. These parents are

extremely positive about the school teaching their vmbo students in English, are keen on and give some very helpful suggestions for EIO, for example suggestions for internships in English. Another school has a list of eight native speaker parents who are, in principle, available to help in class; in practice, however, this is difficult to organize. Some of these parents also help with oral examinations and native speakers are sometimes invited to present something to the vmbo students. At other schools, the parents play no role as yet.

5.4 Anything else to say about what makes vmbo a success?

The final question in the interview to the teachers was one which invited teachers to say what makes vmbo a success. Their answers were cautious: “We can’t say it’s a success. It will take two to four years. The kids have to speak proper Dutch, too!” was one answer. Although the teachers are generally enthusiastic, it also appears that it is vital that the school management actively supports vmbo.

The TTO coordinators were also asked if they had anything to add about what makes vmbo a success. Here are some of their ideas. One coordinator had the idea of using tvwo students from the other location as junior teachers to give conversation lessons to the students who are very good, as an extra stimulus. Another school already organizes a tutorial centre where tvwo students help others with remedial work in English. Coordinators pointed out that some students have already had a lot of English at the primary school and need an extra challenge.

The coordinators also pointed out that teacher development is stimulated as a result of implementing vmbo. Because teachers are developing to become teachers of their subject in English, they are forced to think more about their teaching and how students learn. They are also becoming more aware of the language element in their teaching. This is seen as a positive development.

Finally, the coordinators find it important to keep positive. It is important that the management believes in and supports vmbo and internationalisation. Their advice is that starting a vmbo stream is a slow process, but it is worth it.

5.5 Challenges

The teachers and coordinators also expressed the challenges they face in teaching tvmbó.

Diversity

The biggest challenge that teachers working in tvmbó face is that of dealing with the different levels of English, to differentiate: some students have had *vroeg vreemde-talenonderwijs (VVTO)* at primary school and some have a native speaker parent; others have had very little English at primary school, so the first year students are very diverse in terms of English proficiency.

Affective factors

Another main challenge seems to be teachers' fear of using English; teachers find it hard to believe that students can understand them in English and it takes time to get over that. Coordinators are also concerned about their teachers' level of English and realize that the teachers need to work hard to improve their language skills. Some teachers are unsure about their own level and accuracy when using English and they feel that this prevents them from being humorous or 'themselves' in their lessons. They sometimes get embarrassed themselves when searching for words and therefore find it hard, too, to get students to speak English.

Using English

A further major challenge is that students do not always speak English to the teacher or to each other. A few teachers even have the opinion that tvmbó does not work in the subjects where students become more emotional, such as drama or PE: "It's too emotional, too difficult." When asked about this, some teachers mention some strategies which do help. For example, teachers pretend that they do not understand, or they use pair and group work. These teachers also use English themselves (nearly) 100% of the time. Some schools start off allowing students to speak Dutch from the summer until Christmas, tolerating less and less Dutch as time goes on and insisting on English in the New Year.

Materials

A further challenge is that of starting to learn English: students struggle with texts in English, since the level is not appropriate. Moreover, they have to deal with many hard new words at the start of year 1. So another major challenge is finding or making materials at an appropriate level. Coordinators are concerned that materials are not avail-

able for the upper school and that these need to be developed. Schools working with projects realize that creating good projects for tvmba is time-consuming and a challenge.

50-50 doesn't work

At the school where 50% English and 50% Dutch was permitted in the classroom during the same lesson, teachers admitted that this does not work, since both teachers and students speak too much Dutch. "I explain in English, and then switch to Dutch because they don't understand," said one teacher. The students do not listen to the English if they know that a Dutch translation is following. When it is not compulsory to use 100% English (at one school in our project), the result is that neither students nor teachers use English consistently. It seems important, thus, to be clear about how much English that the schools require teachers and students to use, and to be consistent in this.

5.6 Results: interviews students

The interviews with the students were carried out in Dutch. Below you can find a summary of our findings.

5.6.1 Learning and teaching

The initial key question which we asked the tvmba students was *What works in tvmba?* Here we wanted to discover what the students themselves believe helps them to learn a subject in English. The first part of this section is organized in a similar way to the section about the teachers' answers, in order to be able to compare answers. The second part of this section discuss the aspects of learning and teaching which only appeared in the students' answers during the interviews.

Hands-on, variety and activity

Like their teachers, it is clear that the students believe that they learn the best if they *do* something, if they are practically involved. For example, they learn if they play games on the smart board, play card games or memory, work with practical objects such as a skeleton or a cow's bone, or a microscope.

Creativity, projects, surprises and new things

The tvmba students are not so keen on working from a book, and prefer projects and making things rather than working with a course book. They say that this type of

activity stays better in their memories. Linked to the idea of learning by doing, students often mention that they learn the best when they *make* things or are allowed to be creative. For instance, students thought that they learned a lot from making a peep box and a poster about music, making a different meal each week, a PowerPoint presentation, doing creative writing, working on the computer, making a fashion or talent show, doing handicrafts (labelling, cutting out and sticking pictures). They also liked interesting homework, such as finding a song on the Internet in English. They like to 'Put something of myself in it'.

Tvmbo students also appreciate surprises and humour. They mentioned, for example, a funny film about atoms, which helped them to remember content. Many of their opinions about what helps students learn are similar to what their teachers believe.

Internationalization, real life, authentic materials and real communication

Students mentioned, as their teachers did, that they learn if the topic they are covering has 'something to do with my life' and if something is humorous (e.g. an Asterix film about the Vikings during a project on the Vikings). Tasks which they mention which they believe help them to learn are those such as watching films and videos, doing tasks related to Christmas or their own hobbies, or writing about their own lives (the weekend, my holiday). They also think that looking for their own materials helps them to learn.

Structure and strong personality

The teacher also plays an important part in helping tvmbos to learn. Students often mentioned that the teacher helps them to learn, for example by talking slowly, asking questions, giving good explanations, telling stories. They also notice that teachers are sensitive to moments when students do not understand ('They see if I don't understand'). They also find it important that the teachers' English is good and that their teachers can control the class as well as create a good atmosphere.

Use of English

Students are very aware of different aspects of the teachers' English. They believe that their teachers' English is good and they are all very critical if teachers use too much Dutch. Students would prefer teachers to speak 100% of the time in English: 'Some teachers talk half Dutch, half English – we would like more English'. They appreciate rewards for using English, such as cookies or sweets, having the radio or a CD on if the class has used English all the time. They also like it if teachers monitor students' use of English by walking around the classroom and insist that students use English

themselves. They also think that there should be consequences if they do not use enough English – some kind of punishment, or even detention!

Students also believe that the teachers help them to learn English. They enjoy their teachers' accents and having their pronunciation corrected; they learn from tips for learning words.

Below we discuss the topics which were mentioned by the students during the interviews, but not by their teachers.

Working together

Some students believe that they learn a lot from working together, since they can learn from each other. They enjoy group work, especially creative tasks in groups.

Language awareness

One very interesting finding from the interviews with the students is that they are very much aware that they are learning English as well as content. 'At the start, we knew no English', one student says: they are very aware of how much language they are learning and how their own language progress.

How do they think that they *learn a language* best? Students came up with many ideas, which are listed in *Figure 5.9: Ways tmbo students think they learn English* below. Surprisingly, perhaps, they seem to think that they learn a lot from and enjoy writing, if it is meaningful or creative. They seem mostly to enjoy speaking and communication activities.

Figure 5.9: Ways tmbo students think they learn English

READING

Using the Internet and Google

LISTENING

Music with a task: we learned the present continuous from the song “Cecilia” (Simon en Garfunkel)

SPEAKING AND SINGING

The teachers speak a lot of English

Everything in English

Talking and communicating in English

Presentations

Interviewing each other

Telling our partner about the sports we do

Singing the alphabet (Sesame street)

WRITING

Making a PowerPoint about a country

Writing words down

Good tips for making a summary

Making a summary in English

Writing

Making questions for myself

Writing a poem in English

VOCABULARY AND GRAMMAR

Working with vocabulary in Build Up (book).

Putting words in a sentence

WRTS programme (online vocabulary site) <http://www.wrts.nl>

Grammar explanations

Making a story from a list of words

OTHER

Going to the tutorial centre for remedial history teaching (‘Because it’s run by students, I can understand better.’)

Silly stories and humour

Teacher skills

The students also mention teacher behaviour which helps them to learn English. For example, 'If you make mistakes... you are allowed to make mistakes'. 'The teacher encourages us to try to speak in English.' They are very happy when the teachers use a lot of English and as little Dutch as possible and if they correct their pronunciation. It helps them, too, if they see demonstrations – if the teacher models something.

Materials

The students did not have very much to say about learning from books. In the interviews, they said that they believe that they learned more when they were not working from a course book. This opinion contradicts what the larger number of students says in the online survey (see Chapter 6).

Outside school

One surprising but perhaps obvious aspect of learning which we added to the interviews after the initial interview with students was the idea that students believe that they learn a lot of English in their daily lives, outside school. They play English games on the computer (GTA 4, Black Ops). They watch films with subtitles but say that after a few months, 'I don't look at them any more'. Their favourite television programmes are in English, for example programmes on Comedy Central, Oprah Winfrey, CNN or Dr Phil. They exchange funny films with each other in English on YouTube. They also mention that they follow famous people (e.g. Justin Bieber) on Twitter and play games on Facebook in English. They learn songs and raps in English: one student said 'I want to be a DJ. I am a DJ already': he needs English to understand the songs he is playing. Students also download games in English and read sites about their idols. They create dances to English music or look up lyrics and sing the songs with the music. One student does Tae Box, which has many English terms which he learns.

Students also 'chat' on Internet, either live or in writing. For example, one student 'Skypes' with her aunt in English; others chat online on MSN with English-speaking peers, for example about online or Wi-i games they are playing. They also speak to people all over the world with their headsets. Sometimes students send text messages in English. The students also encounter English-speaking people in their environment; for example 'We had American people on a visit and I had to talk English to their children'. Most of the students interviewed were in the first or second year of vmbo; all of this shows that vmbo students are very capable of communicating with native and non-native speakers, even after only a short while in a vmbo stream.

Improvements

Students mention some improvements that they would like to see. For example, they would like more exchanges, more native speakers in the classroom and more trips. Some students find that tvmba is not challenging enough and would like more subjects in English – not just practical subjects which emphasize speaking.

5.6.2 Why do students choose tvmba?

We asked the students why they were motivated to join a tvmba class (or *world class*). Like their teachers, the students came up with a variety of answers. Some students choose the school or interesting department or activities (Back and Stage, for example, or a talent show), rather than tvmba. Others choose the school because it's a nice school or because the school has a reputation for good coaching (e.g. for dyslexia or dyscalculia) or because their siblings or friends were at the school already.

Some students are motivated to join a tvmba stream because they want to do something which involves using English later on, for example to work or study in a foreign country. They realise that English is a world language: 'My father works in the harbour and has to use a lot of English'. Others mention that English is handy for holidays later: 'I was on holiday in Egypt and needed to talk in English'. Yet other students have English-speaking friends or family and realise that speaking English is useful. Some students can speak English already, have lived abroad or were good at it at primary school.

Some students say that their parents had an influence on their choice: 'My parents wanted it'. Others say that it was completely their own choice.

Several students mentioned that they believe that tvmba is a challenge for them: 'I can't speak such good English and wanted to learn it'. Some find tvmba an extra challenge, as something more difficult and different to try out. They also mention that they think it is 'cool' to talk English and want to improve their English. A few students think it is important to obtain an international certificate (such as Anglia) and that that was a reason to start.

Only a few students mention the trips to foreign countries as an extra motivation, and some realised that they were in the *world class* for organizational reasons – because the other mavo classes were full.

5.6.3 Materials

We also asked the students about what kinds of materials help them to learn a subject in English. Their answers are similar to those of their teachers. For example, learning from games, being on the computer, making a PowerPoint presentation, pair work.

‘We learn more from the projects,’ said one student. Again they mentioned learning outside the class – learning from watching television and computer games, films, chatting or “twittering” in English, songs and music. One girl had changed the language on her telephone, her i-pod touch and her computer to English. Another talks to her father in English; another has a stepmother who only speaks English. And ‘Sometimes I talk English by mistake!’ said one student.

Students mention again that they find learning with the course book boring. They prefer learning with pictures – ‘with pictures it’s easier to understand’ – and with concrete objects (cubes, memory game). They all agreed that they prefer learning by doing and not from theory.

5.6.4 European and International Orientation (EIO)

Students were also asked about the EIO elements which helped them to learn English in tvmb. Like their teachers, they mention visit from native speakers, such as a drama project with the theatre company Phileas Fogg or a visit to the class by a Canadian who showed photos and told about Canada. And going on trips – such as to English language drama productions – helps, too.

One aspect of EIO which is valued highly by the students is exchange visits or trips abroad. Going abroad on a Comenius project, exchanges, one or two day trips to an English city (Canterbury), activities in English abroad (ordering food, a scavenger hunt where they had to speak English), the kids club in England – to mention just a few – were appreciated and made English come alive.

EIO activities in class are also considered useful. For example, a project where students plan a trip to the UK with a budget, a film afternoon where films are shown with English subtitles, making presentations about different countries. All the students would like even more EIO in their programmes.

5.7 The interviews: conclusions

In this section, we summarize the results of the interviews with subject and English teachers, TTO coordinators and students. The results of the interviews were used to create the online surveys.

In the classroom

The kinds of lessons which are effective in tmbo are practical and hands on, with lots of variety, communication between students in English and short activities. The concentration span of tmbo students is short. Their advice is to get them working, to get them active quickly and to provide enough variety and short activities. A further important finding is that tmbo students like creative tasks, where they can make things or write and speak in English, and put something of themselves into it. Linked to the idea of personalization, students also appreciate an element of choice. The use of popular media such as television and the Internet is also motivating and effective. Surprises also help: students find predictable lessons boring and unhelpful. The link to real life is also important – to their own lives or to events in the news or traditions such as Christmas or Halloween; this also includes the use of authentic materials in English and activities related to the school's EIO curriculum. Furthermore, repeating and recycling material in different ways is important.

Materials

Linked to classroom activities, the choice of appropriate materials is also vital to the success of tmbo. Authentic or 'real life' materials are considered to be motivating. One challenge for teachers is finding materials at the appropriate intellectual and language level, so many teachers create their own. Materials which stimulate short, active and interactive activities are preferable. Those schools that work with projects realize that creating good -projects for tmbo is time-consuming and a challenge.

A good tmbo teacher

Good tmbo teachers know how to activate students and use variety of tasks to stimulate participation. They are able to design and carry out a variety of activities in English and know how to design lessons around different learning styles in order to deal with diversity. They are good at checking understanding effectively. Good tmbo teachers are also enthusiastic and positive: they include humour and lots of compliments for good work in their lessons. They also create an atmosphere where students are allowed to make mistakes, so that they experiment with the language they are learning.

Good tvmbos use (nearly) 100% English in the classroom and carry out consequences if students do not use enough English. They are good at telling stories. Their English is good and they correct the students' English. They can also adjust their own level of English to their students' level. Good tvmbos want to develop themselves further in terms of English and CLIL methodology.

Good tvmbos give their students special, personal attention and have a strong personality and a good voice. They provide lots of structure by talking slowly, asking questions and giving good explanations. They are able to make contact with their students and have a 'feeling' for working with vmbo students. Good tvmbos can assess the ability of the students, both in terms of language as well as in terms of content

Language awareness

One very interesting finding from the interviews with the students is that they are very much aware that they are learning English as well as content. 'At the start, we knew no English', one student says: they are very aware of how much language they are learning and how their own language progresses.

Outside the classroom

A lot of tvmbos believe that they learn a lot of English in their daily lives, outside school, through the use of English in the popular media, especially the computer and Internet. This is not only receptive – listening to songs or reading texts – but also interactive, in terms of writing and speaking to other English-speakers on the Internet. This shows that tvmbos are very capable of communicating in English even in the first years of vmbo.

Teacher and student motivation

Tvmbos are perceived to be more motivated than regular vmbo students and create a positive classroom atmosphere, which, in turn, motivates the teachers working with them. Teachers working in the tvmbos stream are also enthusiastic, motivated and ambitious.

Choice of tvmbos

There are many reasons why students choose to join a tvmbos stream and the results from the interviews are not clearly conclusive. From the interviews, we cannot pin-

point the main reasons for students to choose tvmbó. We come back to this topic in Chapter 6, in the discussion of the results of the online surveys.

EIO European and International Orientation (EIO)

EIO is an extremely important key to the success of tvmbó, both in the lessons and outside. Incorporating EIO into lessons and projects is very motivating for students, since they see the clear link between what they are learning with real life. Inviting native speakers into the classroom is also very motivating. Trips abroad or exchanges also give tvmbó students a concrete, immediate reason to communicate in English. Visiting English-speaking countries and communicating with native speaker teenagers is perhaps the most motivating aspect of EIO. More experienced schools understand the vital importance of EIO as a motivating factor in the tvmbó stream. However, most schools mentioned that their EIO curriculum still needs to be developed further, designed and implemented.

Assessment and tvmbó

Most schools are in early stages of thinking about assessment in tvmbó. Most schools have ideas about assessing their students but these ideas have yet to be put into practice and have not yet considered the impact of bilingual education on testing. Some are considering the use of external international examinations.

Teachers' own English and the role of the English department

Some teachers are happy with their level of English; others are concerned that their English level affects their relationship with the students. Schools are working on testing and improving their teachers' English and some have done English language courses. Teachers are also becoming more aware of the language element in their teaching.

The role of the English department differs from school to school. At some schools, an English teacher plays a vital role in English improvement or on collaborating to make or correct materials. English teachers sometimes observe colleagues and give them feedback. At other schools, the English department plays no role in tvmbó. English teachers are mostly very keen to collaborate with subject colleagues.

Teacher selection

At some schools, all the teachers are required to teach in tvmbó, so there is no selection procedure. At other schools teachers volunteer to teach in tvmbó if their English is good enough. Some schools choose to invite tvwo teachers to work in tvmbó; others

choose consciously not to do so. Schools are aware that the tvmbq quality standard requires that they have a native speaker on the staff, but this goal is difficult to reach in practice.

Teacher preparation

Teachers are prepared in terms of English improvement and CLIL methodology. Schools have started to support their teachers in developing their own English. They also have plans for CLIL methodology improvement in the future.

Challenges

Teachers, coordinators and students mentioned some challenges related to tvmbq. The main challenge is that of student diversity in terms of English proficiency. Some teachers are unsure about their own level and accuracy in English and they feel that this prevents them from being 'themselves' in their lessons. Another challenge is helping students to understand written texts in English. Yet another is that of encouraging students to speak English to the teacher and to each other.

In this chapter, we have discussed the results from the interviews with students and teachers in tvmbq. The results from the interviews were used to design online surveys for tvmbq teachers and students at a number of tvmbq schools. These results are discussed in the next chapter, Chapter 6.

6 Results: online surveys for students and teachers

6.1 Introduction

Chapter 6 discusses the results of the online surveys for teachers and students. Firstly, we discuss what the students believe that they learn from tvmbio; secondly, we report back on the teachers' opinions. Finally, we draw some conclusions about the online survey results and make some recommendations for practice.

We used the information which teachers, coordinators and students discussed during the interviews to create the online surveys. In this way, we were able to collect a larger and more reliable sample of responses to the questions we had posed in the interviews. The online surveys for teachers and coordinators were in English and for the students in Dutch.

6.2 Respondents

Ten schools in total responded to the online surveys, and a total of nineteen teachers from nine schools and 66 students from five schools answered: see *Table 6.1: Number of teachers and students who completed the online survey*. At four of the schools both teachers and students responded; at five schools, only teachers responded and at one school only one student responded. Therefore, we cannot directly relate teacher outcomes to student outcomes, as their experiences are based in different schools.

During the analysis of the results, we had to take into account that the responses from schools do not allow for comparison between teachers and students at particular schools. We have, therefore, made an analysis across the schools and across students and teachers.

Table 6.1: Number of teachers and students who completed the online survey

School	Number of	Number of
1. Anna van Rijn College, Nieuwegein	11	7
2. Calvijn Groene Hart, Barendrecht	1	0
3. Farel College, Ridderkerk	0	1
4. Hubertus Vakschool, Amsterdam	1	16
5. Jacobus Fruytier Scholengemeenschap,	1	0
6. Lorentz Lyceum, Arnhem	1	0
7. Roncalli mavo, Rotterdam	1	0
8. RSG Slingerbos-Levant, Harderwijk	1	0
9. Via Nova, Leidsche Rijn	1	1
10. Wolfert PRO school, Bergsenhoek	1	41
TOTAL	19	66

6.3 Results: online surveys for students

Student numbers

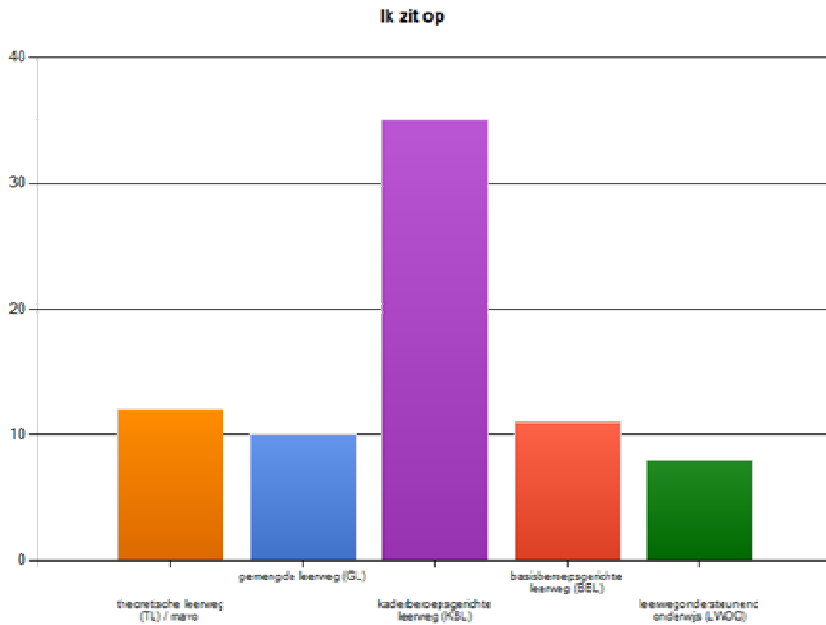
Sixty-six students responded to the online survey, from a total of five schools. The majority of these students, however, are from three schools: Anna van Rijn College, Wolfert PRO School in Bergschenhoek and Hubertus Vakschool in Amsterdam. As can be seen from *Figure 6.1: Types of vmbo of student respondent* and *Figure 6.2: Which classes are student respondents in?* the majority of students are from the *kaderberoepsgerichte leerweg (KBL)* and nearly three-quarters from the first year.

Nearly all of the students completed the test; admittedly there was a lot of reading for them to do and one student perhaps summarized how a minority of the students felt about completing the survey ‘nee want dit is een stomme test ik haat lezen’!

Helpful activities for students

The students were asked which classroom activities help them to learn. The activities in the online survey were chosen from activities mentioned in the interviews and seen in the observations which seemed to be useful or helpful. The question we asked the students was *Wat we willen weten is of de activiteiten JE ECHT HELPEN om vakken in het Engels te leren (What we want to know is which activities REALLY HELP you to learn your subject in English).*

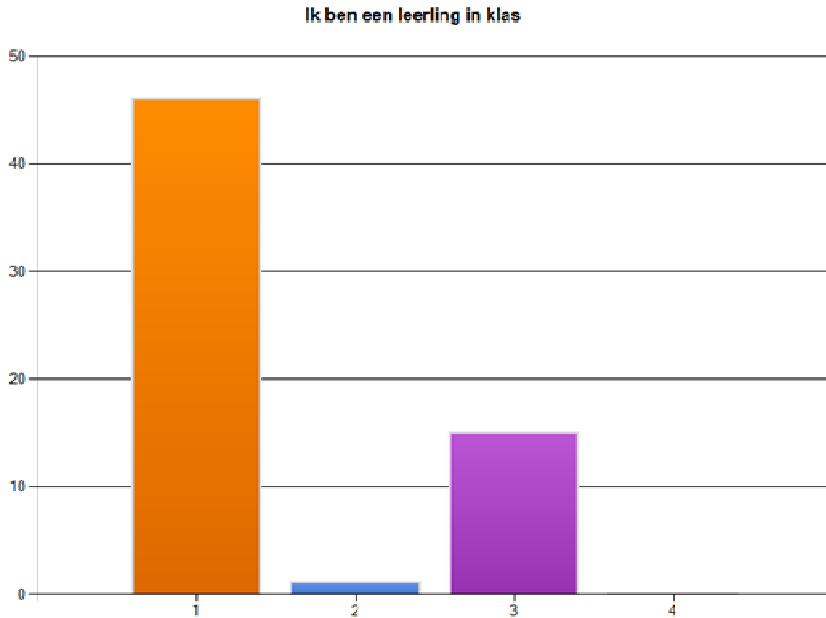
Figure 6.1: Types of tvombo of student respondents



Most helpful activities

Here we mention the activities which at least 40% of the students find extremely useful; these can be seen in table form in *Table 6.2: Extremely useful activities according to students*. The students clearly believe that they learn mostly from doing things (55%), working in groups (48%) and working in pairs (55%). Apparently, they learn from practical, hands-on activities, and from doing, for example, PowerPoint presentations (55%): they like to create their own things (55%). The next most popular categories are creative speaking activities (48%), finding things out for themselves (46%), making notes (45%) and projects (47%). Other helpful activities are working from a

Figure 6.2: Which classes are student respondents in?



course book (40%), interesting homework (40%), music and songs (43%), watching video clips or DVDs (47%), having posters in the classroom to look at (40%) and learning lists of words (45%).

More than 40% of the students find the following activities ‘a bit useful’: activities where they move around in the classroom, learning from the course book, creative writing, creative speaking activities, playing computer games about English, interviewing each other, mind maps, searching for information on the Internet and discussing their own lives.

It is clear from their responses that tvmbio students believe that they need to *do* something with the language and the subject: talking about it is apparently less effective.

English outside the class

We realised during our first interviews that students learn in English outside the classroom, for example by doing computer or online games, through listening to and singing along to music. A question in the surveys asked them about what activities they do

Table 6.2: Extremely useful activities according to students

Extremely useful activity	Percentage of students
doing things	55%
pair work	55%
PowerPoint presentations	55%
creating their own things	55%
working in groups	48%
creative speaking activities	48%
watching video clips or DVDs	47%
projects	47%
finding things out for themselves	46%
making notes	45%
learning lists of words	45%
music and songs	43%
working from a course book	40%
having posters in the classroom to look at	40%
interesting homework	40%

in English outside the class, and another one about how useful they found these activities in learning English. It turns out that many of them do quite a lot in English outside the classroom, the most popular activities being watching films in English with Dutch subtitles, closely followed by watching television in English. The other most popular activities are watching music on YouTube or other sites, chatting online in English (for example with other people around the world about computer games) and doing computer games in English.

English outside the class which helps learning

Around 40% of the students indicated that they also believe that they learn English when they do the following activities outside class:

- singing along with English music;
- watching films with Dutch subtitles in English;

- watching films with English subtitles in English;
- watching English television programmes;
- watching funny films in English on Youtube;
- watching music videos on Youtube.

This is an interesting finding which relates to our literature search in Chapter 2 where Verspoor *et al* (2010) found a significant correlation between productive skills and contact with popular modern media. Let us hope that contact with the popular modern media helps tvmbio students to improve their English, too! Moreover, this result indicates that teachers might effectively use modern media to help their students learn.

Choice for tvmbio

We asked students their reasons for choosing tvmbio. From the interviews we realised that there are many reasons for choosing to join a tvmbio, such as the fact that students had lived in a foreign country or wanted a new challenge. The main reasons chosen by more than 65% of the students or more (starting with the most important):

- English is an important world language (96%).
- I want to learn to communicate in English (93%).
- I like speaking English (83%).
- I think that English is good for my future (76%).
- I would like to go abroad with school (69%).
- I am looking for a challenge (66%).
- I could speak English already (66%).

Apparently these students realise the usefulness of tvmbio in terms of their future and communication with people from other cultures. Furthermore, they are students who like a challenge and are motivated to learn English.

Would students recommend tvmbio?

A little over 70% of the students would recommend tvmbio to a friend or family member. When asked about their reasons, they write, for example:

- ‘Juist wel want als je 2 uur in een week engels hebt dank an dat best leerzaam zijn. jE LEERT BEST VEEL!!!’
- ‘omdat je er heel veel van opsteekt je leert er ook meer door als je bijvoorbeeld naar engeland zou gaan zou het spreken je veel makkelijk af gaan.’
- ‘Omdat het leuk is om te doen en je leert goed in het engels praten, ik denk dat je het ook goed kan gebruiken in andere landen!’

- ‘Ik vind het tvmbó erg leuk, omdat ik engels al helemaal een geweldig vak vind om te doen ! Zelf ben ik 6 x in amerika geweest... tvmbó is heel erg leuk !’
- ‘Omdat je er heel veel van kan leren en het is ook heel erg leuk. Em soms heel erg grappig !’
- ‘Het is handig voor later dank an je beter communiseren.’
- ‘Het is een leuke school en je leert hier erg veel van.’

These students obviously enjoy the challenge of working at school in English and believe that they learn a lot from it.

However, it appears that a few students do not experience tvmbó as valuable, useful or interesting. This minority who would not recommend it make comments like,

- ‘We doen het toch nog niks aan.’
- ‘Je doet dingen onder je niveau die je al in groep 8 had.’
- ‘Het is niet goed voor later’.
- ‘omdat er nooit echt engels word gesproken, alleen bij engels; je kan net zo goed in een normale klas zitten. Ik vind dat we bij elke les engels moeten praten!’

Helpful teacher behaviour: speak English!

We also asked the students which teacher behaviour they find useful to help them learn subjects in English. The most important teacher behaviour scored – scoring way above all the other behaviour – is that they find it extremely important that the teacher speaks English (nearly) all of the time. The second teaching strategy which is considered useful is that the teacher encourages the students to use English themselves. Group and pair work is also considered useful to help them to work on their English, followed by doing presentations in English.

Useful activities for European and International Orientation (EIO)

We asked students about which European and International Orientation (EIO) activities they find that they learn the most from. Top of the list – and perhaps not surprisingly - come activities where students have real contact with speakers of English in other countries. These include activities with English speaking students abroad, excursions to the United Kingdom and exchanges. More than 40% of the students found these other activities helpful: visiting a workplace where English is used, a visit to a museum in English, English speaking language assistants in the classroom and a *taal-dorp* or *talenplein*.

6.4 Results: online surveys for teachers

Teacher numbers

Nineteen teachers responded to the online survey, from a total of nine schools (see *Table 3.1: Interviews at five partner schools*). Eleven of these teachers were from Anna van Rijn College in Nieuwegein; the other teachers are all individuals from the eight other schools. Thirteen teachers are subject teachers and eight are English teachers, which indicate that some teachers teach both English and a subject (or teach a number of subjects in LWOO). The teacher respondents are experienced in every type of vmbo and teach a variety of subjects as well as English, such as mathematics, art, administration, economics, drama, history, car mechanics and physical education.

Helpful activities for students

The teachers were asked which classroom activities help their students to learn. The activities in the online survey were chosen from activities mentioned in the interviews and seen in the observations which seemed to be useful or helpful. The question we asked the teachers was as follows: *You might think the activities are fun, but please consider carefully which help your students REALLY TO LEARN YOUR SUBJECT in English in tvambo.*

Most helpful activities

Here we mention the activities which at least 40% of the teachers find that help their students to learn a lot. These can be seen in *Table 6.3: Extremely useful activities according to teachers*. Like the students, group work (59%) and pair work (65%) are the most important, followed closely by creating PowerPoint or 'show and tell' presentations (59%). After that come mind maps (53%), projects in English (53%), talking about their own lives and real things (53%) and visuals (pictures or photographs) (53%).

Also considered useful by teachers is the course book (*methode*) (47%), which actually contradicts what the smaller number of student interviewees said – that they did not feel they learned from their course book. Games and puzzles in class (e.g. crosswords, word puzzles) (47%), and making things (e.g. a poster, cookery, making a film) (47%) are also considered helpful. Finally, discovery activities (41%) and listening to, for example, podcasts or audio recordings (41%) are also popular, together with music and songs and videos on YouTube or DVDs (41%).

Table 6.3: Extremely useful activities according to teachers

Extremely useful activity	Percentage of teachers
pair work	65%
Powerpoint presentations	59%
working in groups	59%
mind maps	53%
projects	53%
talking about their own lives and real things	53%
visuals (pictures or photographs)	53%
course book (<i>methode</i>)	47%
games and puzzles in class (e.g. crosswords, word puzzles)	47%
making things (e.g. a poster, cookery, making a film)	47%
discovery activities	41%
listening (podcasts or audio recordings)	41%
music and songs and videos on YouTube or DVDs	41%

The teachers' ideas about what works in the classroom are very similar to those of their students: tmbo teachers realise that their students learn best when doing things, and when they can be creative. They also believe that the structure of a book, or of making notes, is helpful; the students partly agree. It is clear that tmbo students need to do something with the language and the subject: just talking about it does not appear to help them to learn.

Most important aspect(s) of classroom activities

The teachers were also asked an open question: *What is the most important aspect(s) of classroom activities which best help your tmbo students to learn your subject in English and why?* In their answers, the teachers often mention the important of speaking 'talking about the projects', 'discuss in small groups', 'interaction', 'communicating in English', 'activities that compel pupils to speak, speaking English a lot', 'giving presentations'. They also mention that tmbo students need multimodal input: that means that they need to see, hear and use input in several ways in order to process it: 'being able to see the words they are going to speak – this enables word recognition

and builds confidence; pictures and words'. It is also important to allow students to make mistakes and to be creative: 'Learning by doing, so they learn that mistakes are allowed; create an atmosphere where children aren't scared to make mistakes.'

Teaching strategies

In the online survey, teachers were asked *Which of these teaching strategies do you use and which work in tvmba?* The list for the survey was compiled from what students and teachers had mentioned during the interviews. The most popular out of the list, teaching strategies which they use and which work well, are many. These strategies are summarized in order from considered *most* useful to considered *least* useful by at least 50% of the teachers, in *Table 6.4: Teaching strategies which teachers consider useful in tvmba*.

Teachers were also asked the open question *Write a short comment about what you consider to be the teaching strategies which best work in tvmba*. Most teachers believe that trying to talk English all the time works. They write, for example, 'To talk in English all the time and motivate the pupils to talk in English too. Reward them and repeat and recycle information. Use variety,' 'The teacher talking English as much as possible and encouraging the students talking English as well,' 'I think the teacher and the students have to talk English all the time.'

Another important aspect of the tvmba lessons was structure. This quotation summarizes what several of the teachers wrote: 'I give the students exactly what they need to fulfil an assignment. During the week I give them the assignment, we talk about the topic - discuss things, introduce new vocab watch video clips if appropriate to get the point across. I talk English all the time, but some students don't react well, I try it another way and resort to Dutch if needed.'

Encouraging English

Related to the question about teaching strategies is another question that we posed: *How do you encourage students to use English themselves?* most teachers say that their assignments are always or often in English, and that they use a lot of pair and group work. They also often use oral presentations where the students speak English and they encourage the students to use English in the classroom. Teachers rarely or never punish their students for not speaking English but they also rarely or never reward them (with a mark or other treats), either, for speaking English.

Linked to this question is the one where we asked *How much do you use English in the classroom?* Here we asked about how much English teachers use for social talk, classroom management, feedback, task instructions or just telling about a topic. It is heartening to see that teachers use a lot of English. Three of the teachers always use English in all of the situations and most teachers seem to try to use English in many of them. What the students ask of their teachers is that they speak English all of the time and only in real emergencies should they resort to Dutch. Students also appreciated it if teachers encourage them to use English as much as possible: they apparently want to use English, but perhaps need encouragement and a model from the teacher in order to do so.

Table 6.4: Teaching strategies which teachers consider useful in tmbo (n=15)

Useful teaching strategies	I do it and it works well (n=15)
If students make a mistake I encourage them to carry on.	15
If students find it too difficult in English, I use some Dutch.	14
I praise students for using English.	14
I don't let students laugh at one other.	14
I use simple words.	13
I repeat and recycle information and language.	13
I ignore students' mistakes some of the time.	13
I translate (words) into Dutch.	13
I write things on the board.	12
I talk slowly.	12
I give students a time limit for activities.	12
I let students know when I am proud of them.	11
I keep classroom activities short: 5 to 10 minutes per activity.	10
I give tips to my students to help them learn words.	10
I use variety - lots of different assignments in one lesson.	10
I encourage my students to be creative with language.	9
I talk in English, then in Dutch afterwards.	9
I use a lot of group work.	8
I use a lot of pair work.	7

Choice for tvmbó

As well as asking the students their reasons for choosing tvmbó, we invited teachers to give their opinion on the same subject. The main reasons that teachers believe that many or some students choose tvmbó are these:

- Students were impressed by the open day (71%).
- It's a nice school (64%).
- Students want to learn to communicate in English (50%).
- Students don't choose: their parents do (50%).
- English is an important world language (43%).
- Students want to communicate with other English speakers (43%).

Interestingly, this is a question where the teachers answer differently from the students. Teachers seem to think that students choose the school because of the school or its reputation, rather than for its tvmbó stream. This is in contrast to what the students said, that is that English is an important world language, that they are aware of how useful English is for their futures, and that they want a challenge.

Useful activities for European and International Orientation (EIO)

We asked teachers about which EIO activities they believe that students learn the most from. It turns out that, perhaps because most schools have just started tvmbó, these results are inconclusive. Most activities suggested were scored with the score *not done*. The two EIO activities which are considered to be useful are 'activities in school with native speakers' or 'native speakers or language assistants in the class'. These are activities which are, presumably, easy to organize, unlike activities such as exchanges or trips abroad which take more time to set up. Students also said that they learn the most from EIO activities where they come into contact with speakers of English.

Assessing tvmbó

We also asked the teachers about ways of assessment that they use in tvmbó and which work well. Many of the responses were "I don't do this", perhaps because the issue of assessment is not such an important one at this stage of implementation of tvmbó. Schools and teachers are possibly more concerned about the teachers' English and about what happens in the classroom than about the issue of assessment. However, the majority of answers indicating which assessment methods teachers *do* use show that what works well are making concrete things (e.g. clothes, recipes, and a model) and presentations. The vast majority of the teachers also assess continually during their lessons by checking understanding as they go along.

Role of the English department

We asked teachers about the role of the English department: *What does the English department do to make tmbo a success?* Half of the teachers in the online survey indicated that collaboration does not happen at their school. We indicate the percentages of teachers who did respond and had experience with each strategy in *Table 6.5. The role of the English teacher: What does the English department do to make tmbo a success?* However, it must be pointed out that the number of respondents here is small (from 6 to 8 teachers), due to the fact that schools have just started with bilingual vmbo.

Table 6.5: The role of the English teacher: What does the English department do to make tmbo a success?

The role of the English teacher	Percentage (%) of teachers who find strategy useful when used
The English teacher gives English language lessons or workshops to his/her subject colleagues.	100%
The English teacher gives workshops which use and demonstrate activities which subject teachers can use in tmbo.	100%
Subject teachers go on a course in the UK.	83%
The English teacher corrects subject teachers' written exercises or tests for their students.	100%
The English teacher coaches colleagues (e.g. observes and gives give feedback on their English).	100%
English teachers develop projects with subject teachers.	100%
English teachers help subject teachers to select materials.	100%
English teachers give advice about the language level subject teachers should work at.	100%
English teachers help students to focus on language relevant which is relevant in subject lessons.	100%
English teachers participate in subject-related activities or lessons.	100%

About a third of the teachers found it very helpful to go on a course in the UK and if English teachers work on designing projects with them. They also find it helpful if English teachers correct their colleagues' written work and give advice on their language level. Furthermore, they found it useful for the English teachers to work on aspects of their subject during the English lessons and for the English department to be involved in subject-related activities. One teacher commented that 'the English department is of great value during activities in projects such as the English buffet, the London trip, the high tea etc. You can always count on them and ask for advice.'

Our literature study indicated that collaboration between subject and language teachers is one of the factors in making bilingual education for this type of learner successful. The role of the English department is, therefore, one which can be further thought about and developed.

Resources online

In the online survey, teachers were asked to recommend their favourite online resources for tvmb. These are summarized in *Figure 6.3: Recommended online resources*.

We saw from the students' answers that they learn a lot of English on the computer and from 'chatting' in writing or speaking on the Internet. Teachers can perhaps take this into account when planning lessons and homework, and encourage learners to use the Internet in English and to watch English language programmes on television.

Figure 6.3: Recommended online resources

<p><u>English</u></p> <p>www.onestopenglish.com</p> <p>www.esl-tower.com</p> <p>http://www.macmillanenglish.com/hotspot/</p> <p>http://www.teachingenglish.org.uk</p> <p>http://www.youtube.com/watch?v=GUKW48vw4GM&feature=related (video about future tenses)</p> <p>http://www.youtube.com/watch?v=KvdVpoeY_dY (grammar in songs)</p> <p>http://wp.digischool.nl/engels/</p> <p>http://woodlands-junior.kent.sch.uk/</p> <p>http://maryglasgowplus.com/</p>
<p><u>Art</u></p> <p>http://www.theteachersguide.com/Artlessonplans.html</p> <p>http://www.tate.org.uk/britain/eventseducation/</p>
<p><u>General</u></p> <p>www.youtube.com</p> <p>www.google.com</p> <p>www.bbc.com</p> <p>http://www.education.gov.uk/schools/toolsandinitiatives/teacherstv/</p> <p>www.digischool.com</p> <p>www.schoolwise.nl</p>
<p><u>EIO</u></p> <p>http://projectbritain.com/</p>

Table 6.6: Teachers' opinions about tvmbo (n=12 teachers)

	agree	partly agree	disagree	irrelevant
1. My own English is good enough to teach in tvmbo.	7	5	0	0
2. I need to use a lot of Dutch in the classroom with tvmbo . students.	4	5	3	0
3. Tvmbbo is a success.	2	6	2	2
4. It's too difficult to teach my subject to tvmbo students in English.	0	4	5	3
5. Teaching in English means I have less contact with the students.	1	6	5	0
6. Students who have chosen tvmbo are a delight to teach.	0	6	0	6
7. Tvmbbo students are clearly more motivated than regular vmbo students..	0	3	6	3
8. Tvmbbo helps students increase their self-esteem.	1	9	0	2
9. Starting tvmbbo helps vmbo students to be more motivated.	1	9	0	2
10. My own English is improving through teaching in tvmbo.	3	7	0	2

Is tvmbo a success?

Teachers were asked in a final question to write a comment about whether they consider tvmbo to be a success. One teacher summarized the situation at her school as follows: 'At the moment I am in a very new position in a very new school. Teaching the children English in English is somewhat a novelty, which seems to have worn off.

Some students accept that I only speak English, others not. It is very difficult when the levels of English are so diverse within a class to make sure that everyone has understood the content of the lesson. I resorted to putting the Dutch translation so they have a better idea. However, with the weaker students I spend more time with assignments to give them all the help they need. These after lesson sessions with only a few students seem to have a lot of impact. Having said that, students seem more than happy talking in English to me outside the lessons, and only outside English lessons do I really speak Dutch.' This quotation is representative of what other teachers believe.

Some teachers are optimistic about the future: 'I think tvmba in my school will be very successful. At this point we are busy developing lessons and I think it is too early to tell if it is a success. We could share more practical assignments.' 'We're developing a strong curriculum with supporting subject, EIO lessons, project week, trip to England, etc. the fact that we have a wide range of activities is what makes it successful. For myself, I think I can use English more in my lesson, to get the children to use it more themselves.'

Other teachers talked about the fact that tvmba has just started and drew careful conclusions about their schools. For example, 'We just started! Wait and see... A lot of students can't speak proper Dutch...They have now to do with 3 languages.' 'We still have a long way to go. Haven't started with EIO yet.' 'Het is nog geen succes. We zijn een kleine school met te weinig CAE (Cambridge Advanced English) leraren. Meer collega's moeten hun CAE halen, meer lestijd moet in het Engels. E-twinning gaat niet zonder problemen.' 'We have just started so at this stage it is difficult to say if tvmba is a success. There is still a lot of development to do and I think it will need a lot of time and willpower to make tvmba a success.' 'I can't say it is a success yet, we just started. A few students couldn't handle the English and will not go to 2 vmbo T.'

One teacher mentioned that 'The participation of the colleagues makes it a success' and another mentioned the other side of the question: 'We don't work as a team and I think that is necessary to create a good tvmba TTO program'. Apparently building a team is important for teachers.

From their remarks, it appears that the general feeling about tvmba that schools are relatively optimistic about the future and that it is important to create a team which

works to develop tvmbó. However, they also realise that there is a lot of work to do in order to make tvmbó a real success. The teachers' opinions are similar to those of their students, who are generally positive and would recommend tvmbó to others.

6.5 Conclusions

In this section, we draw some conclusions for practice, related to the results in the online surveys.

Activities

The most helpful activities are practical tasks where students do something, where they make and create objects and text. This is an overwhelming conclusion from both the teachers and the students. Students also learn from a lot of group and pair work, and from real communication in English. Furthermore, variety and structure are important: a lesson which is well-structured and full of a number of activities helps learning the best. Integrating modern media into lessons and projects is also useful: then students realise how much English there is in the world.

Enthusiasm and encouragement

It is important for teachers to encourage students to try, to create an atmosphere in the classroom where they are not scared of making mistakes and do not laugh at each other. Praise, compliments and rewards work with these students.

Use of English

Although teachers state that they use as much English as possible, some do resort to Dutch perhaps more than the learners appreciate. It is crystal clear from our study that students want teachers to use as much English as possible and also to encourage them to use English themselves.

Reasons for choosing tvmbó

Students' main reasons for choosing tvmbó are that they realise that English is a world language and that they need it for their future careers. Teachers believe that students' main reasons for choosing tvmbó are a choice for a particular school or due to parental pressure.

EIO

The most popular EIO activities according to the students are those where they go abroad and those in which they come into contact with native speakers. Contact with native speakers is apparently extremely motivating for tvmbos students, perhaps because they are then forced to communicate in English. Projects linking to EIO are also important.

Assessing tvmbos

Schools have not yet thought very much about the question of assessment in bilingual departments. Teachers check understanding well, which is, of course, vital in a bilingual classroom. And – when they do think about it - teachers are already using quite a variety of practical ways of assessing students.

Role of the English department

The role of the English department is also a point for discussion at school, since it is still unclear or undeveloped at some schools. The English department can play a pivotal role in the development of tvmbos in terms of the language development of the teachers at school, in developing materials, finding English-language resources and in EIO.

Is tvmbos a success?

It is too early in the development of bilingual tvmbos to state categorically that tvmbos is a success. However, schools are quite optimistic – and certainly enthusiastic – about the possibilities of developing a tvmbos stream. Both teachers and students pointed out some very positive points about tvmbos. Many teachers enjoy teaching tvmbos students and are optimistic about its future. Particularly important seems to be that bilingual tvmbos gives tvmbos students a chance and a challenge, and that students' self-esteem and motivation are probably increased through being in a tvmbos stream. Teachers realize that creating an effective tvmbos takes time, especially setting up a strong EIO curriculum and programme. Creating a strong tvmbos team and working together on tvmbos is also important.

It is heartening to realise that the results of the online surveys correspond to our findings in the literature, and that teachers and schools are already dealing with a number of important aspects of bilingual tvmbos. In Chapter 6, we discussed the results of the online surveys for teachers and learners. In Chapter 7, you can find the conclusions and recommendations of the complete project.

7 Conclusions and recommendations

7.1 Introduction

In this final chapter, we summarize the conclusions of the research project. We also propose some recommendations for schools working with tvmba or starting up a tvmba stream, as well as for future research.

7.2 Conclusions

Advantages

There are many advantages of CLIL for bilingual tvmba, such as the preparation of students for their future careers and cross-cultural communication with other English speakers. This is shown both in the literature study (Coyle *et al*, 2010) as well as in the interviews and the responses to the online surveys. Tvmba gives opportunities, too, for students to work on their vocational literacy and vocational language proficiency (Vollmer, 2006). It also appears that motivation increases in tvmba students who enjoy a challenge.

Reasons for tvmba

From our study, we can conclude that there are several reasons why schools start tvmba. We have learned that schools believe that bilingual education will help students in their future workplaces – with vocational literacy (Vollmer, 2006). We have also learned that schools want to provide opportunities for tvmba students and that they feel internationalization (EIO) is advantageous for them. The one area where the teachers and students disagreed was that of reasons for choosing tvmba. Teachers believe that students choose the school or that parents choose for them, but the students themselves indicate that they want to learn English for their future and because it is a world language.

Organization of tvmba

The five schools in our study carry out tvmba in different ways and we cannot say at this stage which way of organizing tvmba is better or worse – in the regular lessons or

in projects or as a mixture. The students and teachers at the school which implemented the policy of 50% Dutch and 50% English in the classroom are less positive, however, since little English was actually used in the classroom either by teachers or students. This is, therefore, not a recommended policy for schools considering tvmbbo in the future.

Motivation and EIO

In general, we can say that tvmbbo is motivating for both tvmbbo students and their teachers. This coincides with the literature study which indicates that students learning a language in natural and meaningful situations are also more motivated (Coyle *et al*, 2010, Vollmer, 2006). The EIO element in tvmbbo is also motivating in that it improves cross-cultural understanding and communication (Vollmer, 2006). According to our study, the majority of participating schools, teachers and students are, so far, positive about the implementation of tvmbbo.

Suitability

Next, we can tentatively conclude from the literature that bilingual education is suitable for vmbo students (Genesee, 2007, Lyster, 2007, Lorenzo *et al*, 2010). We can predict that their academic performance in English will probably be better than their peers in regular vmbo classes. Moreover, their academic performance in Dutch will probably not be negatively affected. However, some important conclusions are that schools need to pay close attention to both students' Dutch and English language development, in particular their reading skills and strategies, and to the development of their teachers as language teachers (Genesee 2007, Merisuo-Storm 2006, Seikkula-Leino, 2007).

Classroom strategies for tvmbbo

There are many classroom strategies which are relevant for tvmbbo students. The results of the interviews and online surveys are interesting, since they show that teachers and students share similar ideas about what works in tvmbbo. These activities are too many to list here but are described in detail in Chapters 5 and 6. They include, for example, using lots of variety, doing hands-on activities, encouraging creativity, linking lessons to EIO and real life, helping students to be aware of the language elements in their lessons and incorporating a lot of collaboration between subject and English teachers.

These classroom strategies are too numerous to mention here but are summarized clearly in sections **2.6 Suggestions for schools**, **5.7 The interviews: conclusions**, **6.3**

Results: online surveys for students, and 6.4 Results: online surveys for teachers.

These results also coincide with the literature study, which indicates that teaching methods other than reading are effective, and that connections to real life and scaffolding (see glossary) are important (García and Tyler, 2010).

Importance of speaking skills

It is important to work a lot, particularly at the start, on students' speaking skills, in order for them to feel confident in using English and for them to improve their speaking proficiency. This involves, for instance, using a lot of interaction: effective pair and group work and encouraging English, both inside and outside the classroom (VerSpoor *et al*, 2010). Teachers should also use as much English as they possibly can, ultimately aiming for 100% English for themselves.

Teachers' English proficiency

From the literature study, it appears that the teachers' own proficiency in English is vital in order for tvmbto be successful (e.g. Pandian & Ramiah, 2003). The students in our study would like their teachers to use English (nearly) 100% of the time, and their teachers need to be proficient enough in English. This is important so that teachers can explain concepts and ideas in different ways and find and design their own materials at a suitable level for tvmbto learners. Some teachers in our study indicated that they sometimes felt unsure about their own level and accuracy in English, so it seems important to invest time in teachers' English language development.

English first, methodology second

Linked to the point above, teachers need firstly to work on their English language proficiency. Only when they feel confident enough about their English can they start thinking about and working on their CLIL methodology skills. Teachers do need to be trained in becoming more aware of the language element in their lessons (e.g. Vollmer, 2006): it does not happen automatically. Only then can they help their learners with their language skills.

7.3 Recommendations for tvmbto

This section describes the practical recommendations for tvmbto which emerge from this project, for school policy, for EIO, for teachers in the classroom and for in-service training.

7.3.1 Recommendations for school policy

Below you can find the recommendations for school policy as a result of this project:

- Decide on a clear vision and/or model for tvmbó at your school: do you want to use projects or a model where a percentage of lessons are in English? Provide teachers starting in tvmbó with extra hours so that they can prepare lessons and materials properly for their students in English.
- Incorporate extra English lessons at the start of the first year; and provide continual remedial English for those students who need it in all years, particularly in speaking.
- Give teachers a lot of time to work on and improve their English so that they feel confident enough to teach in English. Realise that this takes time. Encourage teachers to use English (nearly) 100% of the time.
- Create a tvmbó team with responsibilities for the development of the curriculum and an EIO programme, so that the team knows what each other team member is doing in the classroom. Send the team to English lessons together or to a course abroad, or ask them to organize projects together. Hold regular meetings where you discuss the tvmbó programme, progress, lesson ideas and future plans.
- Talk to students and parents during your open day about the importance of English being a world language and its relevance for their children's future vocations.
- Discuss at school what role the English department can play in tvmbó. Discuss questions such as: How do you want the English teachers to support the English language development of your teachers? How do you want the English teachers to help in the development of project and/or our EIO programme? How can the English department support the learning of subject matter, in partnership with subject teachers? How can we facilitate our plans?
- Use the expertise of teachers who already work in bilingual havo or vwo at your school, if possible, to work in and develop your tvmbó stream.

7.3.2 Recommendations for European and international orientation (EIO)

EIO is an extremely motivating factor for tvmbó students and a strong EIO component in a school will probably increase the effectiveness of the curriculum. Knowing that they will have to communicate in English with other English speakers or other pupils abroad will stimulate students to work on their English in preparation. Below you can find some recommendations for EIO in tvmbó:

- Take time to organize an interesting EIO programme and relate it to lessons. Incorporate internationalization activities as much as possible into the curriculum and work on projects leading up to exchanges.

- Organize English language activities in the Netherlands, as well as EIO activities such as exchanges or e-mail projects with students abroad.
- Invite native speakers into the class – a language assistant, parents, sports personalities, musicians, drama groups. or other native speaker guests who can engage an audience with a topic.
- Organize trips to England and think about how appropriate the activities are for vmbo students: e.g. an activity or adventure week is perhaps better than a language course.
- In the classroom, create objects and do projects related to EIO.
- Do projects on the Internet (such as Learning Circles).
- Look for opportunities to join (e.g. Comenius) projects with schools around the world.
- Although no schools at present have considered vocational EIO, it is useful to incorporate this into the curriculum, perhaps thinking about trips in the Netherlands to companies which use English as the language of communication, exchanges with vocational schools and work experience in English-speaking environments.

7.3.3 Recommendations for teachers in the classroom

Below we list a number of recommendations for vmbo teachers. For more information, see Chapters 5 and 6, which explain these classroom strategies in more detail. Our basic finding is that it is most important to engage the learners actively as much as and as often as possible, with both subject matter and language, using as much English as possible.

Structure

- Create very structured lessons, which include a lot of checking of understanding and variety in terms of activities.
- Formulate both subject and language learning aims for each lesson and share these with your students.

Materials

- Find appropriate authentic materials: texts, DVDs, objects, visuals. Be very careful about choosing materials that are at the right level of English for your students, for example by using the Common European Framework of Reference for Languages as a benchmark. If learners are at A2 level, find materials and create tasks at A2 or B1 level – or just above their present language level.

- Encourage the use of popular media in English outside the classroom, e.g. looking up a song or text or information on the Internet for homework, social networking or communicating on the Internet in other ways in English.
- Related to the above, link the topics you are working on with your students' real lives and contemporary events as much as possible. At the same time, develop connections to EIO activities.

Activities: variety, choice, interaction and creativity

- Design lesson material which encourages learner to do, make and create: do creative speaking and writing activities in English. Recycle your lesson material in different ways: use text, the spoken word, video clips, pictures, objects. Collaborate with other (English and subject) teachers so that topics are recycled and worked on in different ways.
- Use group and pair work to encourage a lot of real interaction in English.
- Spend more time doing things in English than talking about language (e.g. grammar or vocabulary).
- Structure your lessons so you have a variety of practical activities.
- Give your learners choice in terms of topic and ways of working, so that you deal with diversity and motivate.
- Mere exposure to texts or input is not enough: design a variety of tasks to help your students to understand input (e.g. use scaffolding – see glossary).
- Keep reminding learners continually that they are working on their language.

Praise, encouragement, rewards and feedback

- Praise, compliment and reward students a lot for using English and for doing things well.
- Encourage students to try to say what they want to say; give them time to formulate answers to your questions.
- Don't correct all mistakes: encourage fluency and experimentation. Give feedback and practice on common English mistakes or ask the English department to do that for you.

Use of English

- Use English as much as possible in the classroom and sometimes outside the classroom, too. Speak slowly and carefully at the start; give students thinking time so that they have time to formulate their answers.
- Work on your own English, by going to lessons but also, for instance, reading or watching English television, listening to the radio (Radio 4 or the World Service)

in your car! Don't worry too much about your own English and admit when you make mistakes.

- Teach study skills for Dutch and English, particularly related to reading skills.
- Pay attention to language which is specific to your subject (e.g. the language of PE or of biology or of cookery).
- Include lots of speaking at the start of a tvmbp programme, so that students become used to and confident in speaking English. Provide the possibility of English remedial teaching throughout the tvmbp programme.
- Encourage students to use English outside the classroom: give practical suggestions and tasks in school and for homework where they use English language popular media such as the Internet and television.
- Write tests in English which students can understand.

Assessment: work on, use a variety of assessment types

- Discuss in your tvmbp team how you are going to assess your students, both for content and language.
- Use a variety of ways of assessment so that students can show what they can do, rather than what they cannot (e.g. practical tasks, presentations, group projects, as well as paper and pencil tests).
- Use assessments other than those which only involve words and language.

7.3.4 Recommendations for in-service training

Here are some recommendations related to in-service training for tvmbp teachers.

- Find out what the level of your teachers is when they join the team, in all English language skills, e.g. test them using online tests or your English teachers. Organize English lessons for them in school as a team and send them to the UK on courses.
- Send teachers on in-service courses related to CLIL skills, once their English is up to scratch. It is important to work on English language skills first, and CLIL skills later.
- Encourage teachers to become aware of language of their subject: what is typical language for my subject? This should be at word, sentence and text level.
- Encourage teachers to learn about and use scaffolding (see glossary).
- Organize moments for collaboration between English and subject teachers, to ensure continuity in the curriculum and to share ideas.
- Teach teachers how to stimulate interaction in the classroom so students produce a lot of spoken output.

7.4 Recommendations for further research

From this study, there are also some recommendations that we can make for future research in the area of bilingual vmbo. Some suggestions follow:

- Due to time constraints, our literature search was limited in time and scope. A deeper and broader literature search would be useful.
- Our online survey covered a relatively small number of schools and teacher and student respondents. The online survey could be re-opened to target a larger number of teachers and students.
- A further analysis of the surveys and interviews carried out during this project could be made in order to examine how reliable and valid the results are.
- A study could be carried out to examine carefully the language which students need in bilingual vmbo, by recording lessons and analysing materials and students' and teachers' language output.
- A further study could be carried out in order to examine carefully the language which vmbo students require in order to reach vocational literacy or vocational language proficiency. What is vocational language proficiency for these students? This involves working with professionals who work in English to discover which language students need in their workplace.
- We could look at the differences between Dutch and English language achievement, comparing students in a Dutch only, regular vmbo stream and a bilingual vmbo stream.
- A study could be carried out to look at language development in Dutch and English and to see how schools can implement an effective language policy for bilingual vmbo, both in terms of English and Dutch.
- A longer-term study could be carried out for at least four years (the length of time a student does bilingual vmbo), following a number of learners to see the impact of bilingual vmbo on both their English and Dutch language skills.
- Research into appropriate materials for vmbo is needed: what helps vmbo students to learn at the right level, so that they develop both language and subject competences? How appropriate is authentic material made for native speaker students of similar age groups? What are the characteristics of appropriate materials for vmbo students?
- A further relevant research project would be to look at appropriate ways of assessing vmbo students in a bilingual context. What are the most effective ways of assessing subject and language, and the integration of the two?
- How does the implementation of vmbo affect the self image of vmbo students?

Final word

This study has shown that bilingual vmbo is very feasible, that it motivates students and improves their self-image. It has also revealed some useful teaching and learning strategies and described good practice for tvmbbo, for EIO and for in-service training. We would like to encourage the tvmbbo network to continue working together and schools to start tvmbbo streams. This will stimulate more students and teachers to be proud to be tvmbbo.

Appendix 1: Standaard Europees Platform tweetalig vmbo



Standaard Europees Platform tweetalig vmbo

De standaard t-vmbo beoogt een standaard te zijn voor alle mogelijke doeltaal van tweetalig onderwijs. Voor 'doeltaal' leze men dus afhankelijk van de eigen situatie Engels, Duits, of enige andere mogelijke vreemde taal.

Bij deze standaard behoort een **Toelichting bij de Standaard**, waarin diverse elementen nader met voorbeelden en uitleg zijn uitgewerkt, en een **Bijlage**, met daarin het Profiel van de Ideale tto-docent.

Behalve daar waar onderscheid gemaakt wordt tussen de verschillende leerwegen, geldt de standaard voor alle leerwegen in het vmbo.

Kwaliteit wordt gedefinieerd aan de hand van de vier volgende elementen:

- A Opbrengsten / resultaten
- B Onderwijsleerproces
- C Kwaliteitszorg
- D Randvoorwaarden

A Opbrengsten / resultaten

De resultaten van het tto-programma zullen worden gemeten aan de hand van de volgende elementen:

A1 Taalvaardigheid in de doeltaal	<i>Basisberoepsgerichte leerweg (BBL) / Kaderberoepsgerichte leerweg (KBL)</i> Leerlingen in de BBL en KBL bereiken aan einde van hun schoolloopbaan een ERK-profiel waarvan tenminste twee <i>actieve</i>
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	<p>deelvaardigheden op minimaal A2-niveau zijn.</p> <p>Gemengde leerweg (GL) / Theoretische leerweg (TL) Leerlingen uit de GL en TL bereiken aan het einde van hun schoolloopbaan een ERK-profiel waarvan tenminste één <i>actieve</i> en één <i>passieve</i> deelvaardigheid op B1-niveau zijn.</p>
A2 Taalvaardigheid Nederlands	De kennis van het Nederlands mag niet in negatieve zin afwijken van de norm, die jaarlijks wordt vastgesteld aan de hand van de gegevens van de inspectie

A3 Doorstroom naar studie en beroep	De leerlingen behalen in hun schoolloopbaan een doorstroomrelevant certificaat in de doeltaal.
A3 Niveau vakkennis	Het eindniveau van de vakken mag niet in negatieve zin afwijken van de norm die jaarlijks wordt vastgesteld aan de hand van de gegevens van de inspectie.

A4 Europese en internationale oriëntatie	Aan het eind van hun schoolloopbaan voldoen de leerlingen aantoonbaar aan de kerndoelen internationalisering, tenminste binnen het leergebied Mens & Maatschappij, zodat zij er met inzicht over kunnen praten en schrijven. Internationaliseringsprojecten zijn erop gericht deze basiskennis te verrijken. Tto-leerlingen hebben aan het eind van hun schoolloopbaan deelgenomen aan een leerlingen-uitwisseling en/of buitenlands studiebezoek, of hebben tenminste deelgenomen aan een internationaal ict-project.
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A5 Relatie in- stroom-uitstroom	De uitstroom van leerlingen mag niet significant in negatieve zin afwijken van het schoolgemiddelde.
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B Onderwijsleerproces

Het onderwijsleerproces van het t-vmbo kenmerkt zich door de volgende elementen:

<p>B1 Kwantitatief aanbod</p>	<ul style="list-style-type: none"> • Minstens 30% van de contacttijd in de gehele schoolloopbaan, van klas 1 tot en met 4, wordt in de doeltaal aangeboden. • De positie van het Nederlands is gelijkwaardig aan die van de doeltaal. <p><i>Onderbouw</i></p> <p>De doeltaal wordt in tenminste twee van de volgende vier leergebieden aangeboden:</p> <ol style="list-style-type: none"> 1 Mens & Maatschappij 2 Mens & Natuur 3 Kunst & Cultuur 4 Bewegen & Sport <p><i>Bovenbouw</i></p> <p>Binnen de gekozen sector komt de doeltaal aan de orde.</p>
<p>B2 Kwalitatief aanbod</p>	<p><i>Taalaanbod</i></p> <ol style="list-style-type: none"> 1 De school verbindt tenminste één moedertaalspreker van de doeltaal aan de lesprogramma's binnen de toefdeling. 2 Met name de doeltaaldocent speelt een rol in het onderwijs van de vormkenmerken van de doeltaal. 3 De overige docenten bezitten een taalvaardigheid van tenminste CEFR-niveau B2 voor alle deelvaardigheden. 4 Voor de overige talen geldt doeltaal = voertaal. 5 Het onderwijsaanbod geeft ruime aandacht aan vormgericht taalonderwijs. <p><i>Materiaal</i></p> <p>Er wordt gebruik gemaakt van authentiek materiaal in de doeltaal.</p>
<p>B3 Aanbod internationalisering</p>	<p>Het onderwijsprogramma kenmerkt zich door grote aandacht voor internationalisering. Dit komt tot uiting door elk van de hier volgende elementen te realiseren.</p>

	<ul style="list-style-type: none"> • In het beleidsplan voor de t-vmbo-afdeling maakt de school duidelijk welke plaats de Europese en Internationale oriëntatie heeft. • In het curriculum komt de internationale oriëntatie tot uiting in speciale programma's en projecten. • De leerling neemt tijdens het tto actief deel aan diverse internationaliseringsactiviteiten (die erop gericht zijn om invulling te geven aan de doelstellingen hiervan zoals deze door de school geformuleerd zijn) als uitwisselingen, internationale stages of studiebezoeken dan wel andere samenwerkingsprojecten waarbij de voertaal de tto-doeltaal is. • De internationale activiteiten van de leerlingen worden gedocumenteerd, bijvoorbeeld in de vorm van een portfolio. • Er is een gevarieerd programma met internationaal georiënteerde activiteiten op school en in de schoolomgeving.
B4 Aanbod Oriëntatie op studie en beroep	De leerlingen richten zich bij het verplichte onderdeel <i>Oriëntatie op studie en beroep</i> met name op de internationale arbeidsmarkt, bijvoorbeeld door het bezoeken van internationaal georiënteerde bedrijven, het invullen van Europass of het volgen van een internationale stage.
B5 Instroom	Het aanbod is afgestemd op de instroom van leerlingen uit het primair onderwijs, waarbij rekening wordt gehouden met leerlingen die vroeg vreemdetalenonderwijs hebben genoten.

B6 Didactisch handelen	Het didactisch handelen van de docenten voldoet overwegend aan het profiel zoals dat is beschreven in het ideaalprofiel voor de tto-docent (bijgevoegd in bijlage 1).
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C Kwaliteitszorg

C1 Kwaliteitszorg	<ul style="list-style-type: none"> • De schoolleiding heeft een gedocumenteerde visie op tweetalig onderwijs waarin de relatie tto-internationalisering is verwerkt. • De school levert een bijdrage aan de verdere ontwikkeling
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	<p>van tto in Nederland.</p> <ul style="list-style-type: none"> • De school onderschrijft deze standaard, neemt deel aan de visitaties en is lid van het landelijk netwerk tto, dat wordt gecoördineerd door het Europees Platform – <i>internationaliseren in onderwijs</i>.
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D Randvoorwaarden

D1 Personeel	<ul style="list-style-type: none"> • Het personeel wordt gefaciliteerd om het tto voor te bereiden en uit te voeren. Dit komt onder meer naar voren uit de beschikbaarheid voor middelen voor: Coördinatie van tto Nascholing en deskundigheidsbevordering gericht op de kwaliteitseisen die tto in brede zin stelt • Het team is medeverantwoordelijk voor een samenhangend curriculum. • De schoolleiding stimuleert teamwork, waaronder vakoverstijgende samenwerking en interactie tussen de docenten, bijvoorbeeld door het vormen van kleine teams waarin ook de doeltaaldocenten participeren.
D2 Materiële randvoorwaarden	<ul style="list-style-type: none"> • Er is voldoende inzet van (onderwijs)middelen en materiaal in de doeltaal, zowel in de lokalen alsook in de mediatheek zodat deze toegankelijk zijn voor de leerling. • Er wordt gebruik gemaakt van materiaal dat specifiek voor tto is vertaald, ontwikkeld en geïmporteerd. • Zowel voor de internationale oriëntatie, de taalvaardigheid alsook de oriëntatie op studie en beroep is het van belang dat er gebruik wordt gemaakt van authentiek materiaal.
D3 Ouders	<ul style="list-style-type: none"> • De ouders worden betrokken bij het tto. • De ouders worden geregeld geïnformeerd over het tto.

Appendix 2: interview protocol subject and language teachers

Materials

Interview contact information form
Audio recording equipment
Copies of interview questions

Introduction

Thanks for volunteering to be interviewed. Aim of the interview is to find out what is going well at your school in *tweetalig vmbo*. I am looking for good practice. I am going to 5 schools.

Shall we interview in Dutch or English?

What is/are your names? Email address? Subjects taught?
(Complete form)

1. Learning and teaching

KEY QUESTION: What works in tvmbos? What is special/unique about tvmbos?

PROMPTS

- difference tvmbos different from vmbo?
- success story? Something that's going well?
- pitfalls? Something that's not going well?
- difference between teaching in different *types* of tvmbos? (TL, GL, KBGL, BBL, LWO) (theoretische leerweg, gemengde leerweg, de kaderberoepsgerichte leerweg, basisberoepsgerichte leerweg, leerwegondersteunend onderwijs)
- differences between teaching in thavo/tvwo and tvmbos?
- What helps tvmbos students learn best related to language learning / content learning?
- What works best in the classroom in tvmbos related to language use?
- How do you keep students using English?

2. Students

KEY QUESTION: Why do students choose tvmbos?

PROMPTS

- motivation in tvmbio students
- differences between thavo, tvwo and tvmbio students? Prompts:
- differences mothertongue / home language? How deal with that?
- ways of learning
- level of English

3. Teachers' English/affective side

KEY QUESTION: How does your own level of English affect your teaching?

PROMPTS

- How does your own level of English influence your teaching?
- How does working in tvmbio affect your relationship with the students?
- how satisfied are you about your own English?
- Are you different when teaching in English and in Dutch? If so, how?
- How much English do you use with tvmbio students? (percentage of time)
Why?

4. Assessment

KEY QUESTION: What are good ways of assessing tvmbio students?

PROMPTS

- Assessment subject knowledge (tests, projects, SOs)?
- English assessment?
- How different from vmbo?
- Why do you choose to assess them in the ways you do?

5. Materials

Key question: What sort of materials do you think help tvmbio students best to learn? (books, websites, etc)

6. Collaboration/role of English teachers

Key question: What is the role of the English department in making tvmbio a success?

PROMPTS

- What support?
- Teaching colleagues English
- Tests
- Tasks
- Lesson plans

- Own English
- Observations

7. Outside classroom

Key question: Which EIO element contribute to the success of tvmba?

PROMPTS

- Vocational EIO
- Work experience in English
- Contact with native speakers
- International experiences
- EIO in the classroom

Anything else to say about what makes tvmba a success?

Appendix 3: interview protocol students

Introduction

Bedankt voor je komst. Doel van interview = wat gaat goed in tweetalig vmbo? Wat is speciaal aan tvmbbo? Deze school is een van 5 waar ik interviews afneem.

Formulier invullen: naam, email, klas

1. Algemeen

Key question: Wat werkt in tvmbbo?

- Wat vind je het leukste aan tvmbbo?
- Hoe zou het anders (beter) kunnen zijn?

2. Docenten en leren

Key question: Wat helpt je het best om te leren in tvmbbo? Wat werkt?

PROMPTS

- Hoe zijn de tweetalig lessen anders dan de andere lessen in vmbo?
- Hoe helpen de docenten met het leren van je vak in het Engels?
- Hoe helpen de vakdocenten je met je Engels?
- Hoe helpen de docenten Engels?
- Wat vind je het leukst in de tvmbbo lessen?
- Kan je je een goed les herinneren waar je veel aan gehad hebt?
- Wie is je beste docent? Hoezo?
- Hoeveel Engels spreek je in de les? Hoe houden de docenten jullie aan de praat?
- En de docenten zelf??

3. Motivatie

Key question: Waarom ben je gemotiveerd voor tvmbbo?

PROMPTS

- Waarom keuze gemaakt voor tvmbbo?
- Vind je het leuk? Waarom (niet)?
- Verschil tussen de jaren als studenten zijn in de 2^e, 3^e, of 4^e?

4. Materials

Key questions: Wat voor materialen helpen je om in tvmbo te leren?

PROMPTS

- Boeken
- Opdrachten
- Websites
- Buiten de klas: wat doe je (websites, Twitter, mailing, online gamen in het Engels)

5. EIO

Key question: Wat EIO elementen zijn succesvol in tvmbo?

PROMPTS

- Stage?
- Werkervaring in het Engels?
- Trips?
- Bezoeken in het Engels?
- Buitenschoolsactiviteiten (drama, sport) in het Engels?
- Contact native speakers?

6. Anything else to say about what makes tvmbo a success?

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Glossary

A short glossary for non-Dutch readers

havo	Senior general secondary education (about 11 to about 16 years old)
thavo	Bilingual senior general secondary education (about 11 to about 16 years old)
TTO	Bilingual education (tweetalig onderwijs)
TTO coordinator	A (senior) teacher at school who coordinates the bilingual department or stream. The TTO coordinator organizes meetings, professional development for teachers, trips abroad, for example, and attends meetings at the European Platform's network of bilingual schools.
tvmbbo	Bilingual junior secondary vocational education (about 11 to about 15 years old)
tvwo	Bilingual pre-university education (about 11 to about 18 years old)
vmbo or mavo	Junior secondary vocational education (about 11 to about 15 years old)
vwo	Pre-university education (about 11 to about 18 years old)

Glossary of other terms

CEFR	Common European Framework of Reference for languages. This is a rubric which describes different language levels (from A1 to C2) for five language skills: listening, reading, writing, spoken interaction and solo speaking. It is used Europe-wide to communicate about and describe language levels.
ELLs	English language learners: individuals who are learning English. Usually used to refer to students who are acquiring English as a

	second language.
LAC	Languages Across the Curriculum (LAC). The study and use of languages take place throughout the curriculum. Its purpose is to prepare students for the cross-cultural and multilingual demands and opportunities of a global society.
Scaffolding	<p>Scaffolding is a special kind of help (Gibbons 2002) that teachers can use to help learners move forward in their learning and understanding. It is sometimes referred to as “the helpful interactions between adult and child that enable the child to do something beyond his or her independent efforts” (Wikipedia).</p> <p>Teachers can provide scaffolding to promote learning. Examples of scaffolding are</p> <ul style="list-style-type: none"> • questions or hints to help a struggling student • providing a model of work to be done • step-by-step instructions • a chart on paper which learners complete when reading a text .
Vocational language proficiency or vocational literacy	Vocational language proficiency refers to language competences related to job-finding and work-related situations.

Proud to be tvmbbo

Teaching in bilingual junior secondary vocational education or bilingual tvmbbo is special. This research project aims to look at good practice in tvmbbo and is written for schools which have just started or which are considering starting a tvmbbo. After an initial literature survey, interviews, observations and online surveys were used to find out what teachers, bilingual coordinators and students in tvmbbo consider to be good practice.

From our literature study we see that bilingual education can be suitable for vmbo students, under certain circumstances. We can predict that their academic performance in English will probably be better than their peers in regular vmbo and that their academic performance in Dutch will probably not be negatively affected. However, schools need to pay close attention to both Dutch and English language development and to the development of their teachers as language teachers.

Our study showed that there are different reasons why students choose tvmbbo and that it is motivating for both tvmbbo students and their teachers. Moreover, there are many advantages of CLIL (content and language integrated learning) for bilingual tvmbbo. We discovered that there are many classroom strategies which are relevant for tvmbbo students. Particularly relevant are a cross-curricular approach, effective collaboration between subject and language teachers and a relevant internationalization programme.

This report also provides recommendations for school policy for tvmbbo, for European and international orientation (EIO), for teachers in the classroom, for in-service training and for further research.

The study shows that bilingual vmbo is very feasible, that it motivates students and improves their self-image. It has also revealed some useful teaching and learning strategies and described good practice for tvmbbo, for EIO and for in-service training.

