Nederlands in gang
A beginners’ course
by
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Nederlands in gang
A beginners’ course
Dutch as a second language

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Material

- Book
- CDs
- Web site

Not independent study – group work preferable
Didactic background

Vision of language proficiency:
1. Common European Framework
2. Reflection
3. Student autonomy
4. A rich study environment
5. Context-related language teaching
CEF

• Checklist A1 and A2

• Can-do statements –
  What do we ask of
    ... the learner
    ... the teacher
    ... the method
Reflection - book

- Fixed part of each chapter
- Language biography
- Subsections:
  - In practice
  - Culture

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Reflection - teacher

- Role / duty of the teacher
- Making time
- Stimulation – individual and group
- Positive reflection

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Autonomous learning

- CEF + reflection:
  confrontation
  needs / desires

- → choices
Autonomous learning

• Role / duty of the book
  - material (extra)
  - guidance

• Role / duty of the teacher
  - guidance
  - coaching

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Interplay

CEF

• Reflection

• Autonomous learning

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What does this mean for the learner?

Example: lists of words / glossaries
Glossary

• In the book:
  - in the order they appear in the text
  - translation into English
  - 1200 words
  - among those the 2000 most frequently used highlighted in blue
Glossary

• On the web site:
  - Word document:
    total
    per chapter

→ Flexible
What does this mean for the teacher?

Example: tests
Tests

• Test database on the website

• Teacher can compile his own tests

• Content, distribution and assessment flexible
Goal / aim

• Development 0 $\rightarrow$ A2

• Process of reflection and making choices within the framework of CEF