

# Self-directed learning with the My Plan approach

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NEW PATHWAYS IN VOCATIONALLY INTEGRATED LANGUAGE LEARNING

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# Case study: coaching low-level learners in the Netherlands

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- January – April 2016
- Dutch in the Workplace language course
- 10 weekly lessons of practical Dutch at the workplace (20 in total).
- 5 learners: cleaners at mental health care institute in Amsterdam
- Provided by language training company *Taal in het Bedrijf*
- Financed by OSB, Dutch trade organisation for the cleaning and service industry

# Introducing the learners

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## 1. D.

- From Ghana
- 6 years in the Netherlands
- 48 years old
- No formal schooling
- No previous experience learning Dutch in formal context
- Dutch proficiency level:
  - Speaking & Listening      breakthrough level (CEFR A1)
  - Reading & Writing      below breakthrough level

# Introducing the learners

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## 2. H.

- From Morocco
- 22 years in the Netherlands
- 51 years old
- Went to school until the age of 11
- Took some Dutch courses in the nineteen nineties
- Dutch proficiency level:
  - Speaking & Listening      breakthrough level (CEFR A2)
  - Reading & Writing      breakthrough level (CEFR A1)

# Introducing the learners

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## 3. L.

- From Spain / Morocco
- 3 years in the Netherlands
- 38 years old
- Went to school until the age of 13
- No previous experience learning Dutch in formal context
- Dutch proficiency level:
  - Speaking & Listening      breakthrough level (CEFR A1)
  - Reading & Writing      breakthrough level (CEFR A1)

# Introducing the learners

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## 4. M.

- From Pakistan
- 4 years in the Netherlands
- 22 years old
- Went to school until the age of 16
- Took a one year Dutch course in 2014
- Dutch proficiency level:
  - Speaking & Listening      breakthrough level (CEFR A1)
  - Reading & Writing      breakthrough level (CEFR A1)

# Introducing the learners

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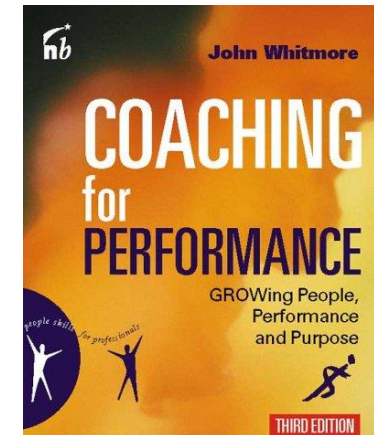
## 5. M.

- From Nigeria
- 4 years in the Netherlands
- 42 years old
- Went to school until the age of ten 10
- No previous experience learning Dutch in formal context
- Dutch proficiency level:
  - Speaking & Listening      breakthrough level (CEFR A1)
  - Reading & Writing      breakthrough level (CEFR A1)

# Principles of coaching

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- Approach in this case based on non-directive coaching:
  - *Coaching for performance* (Whitmore, 2009)
  - Erasmus + ALL-SR project
- People are capable of much more than they show
- Regard learners in the light of this potential, not their past failures
- Let learners discover their potential
- How:
  - Asking the right questions that lead to responsibility and awareness
  - GROW model





# Coaching goals

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- Develop awareness, responsibility and ownership of learning goals
- Develop confidence in ability to learn Dutch
- Improve autonomous learning
- Improve sustainable learning

# Method of coaching: My Plan

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- Weekly group discussion, called “My Plan”
- Always the same easy-to-understand questions
- First sessions: group conversations about long term goal
- In the beginning the teaches coaches the learners
- Later on the learners coach each other.

# My Plan: 3 sets of questions

## 1. My Plan long term

1. Why do you want to learn Dutch?
2. What is your plan?
3. How much time do you need to reach your goal?
4. How much time do you want to invest?
5. When do you want to take time to study?

## 2. My Plan for the week

1. What are you going to do this week to learn Dutch?
2. Where are you going to this?
3. When are you going to this?
4. Who can you ask for help?
5. Can I ask you next week how your plan went?

## 3. Looking back at My Plan

1. What was your plan?
2. How did it go?
3. What went well?
4. How will you go on? (back to step 2)

# Results

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- Increase of:
  - confidence
  - awareness and responsibility
  - team spirit and well being
  - learning activity outside the classroom
- Learners adopted the coaching attitude of the teacher: they can coach each other
- Difference to similar language training without coaching:
  - Learners developed more realistic ideas of what it takes to learn Dutch
  - Learners were more active outside the classroom
  - Learners were more aware of their motivation and goals

# Video (5 minutes)

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# Thank you for your attention!

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Questions or feedback:  
[annemarienuwenhoud.nl/contact](http://annemarienuwenhoud.nl/contact)

# Thanks to:

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