



Noordhoff Uitgevers

Irma Laponder
Martine Swennen

Lesgeven in het Engels

Een praktische handleiding



Inclusief CD

Eerste druk

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Noordhoff Uitgevers Groningen/Houten

Ontwerp omslag: G2K Designers Groningen/Amsterdam

Omslagillustratie: iStockPhoto

Edwin Walvisch: p. 66, 96, 110, 126, 134

Noordhoff Uitgevers: p. 12, 34, 53, 84

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0 / 13

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ISBN (ebook) 978-90-01-84396-0

ISBN 978-90-01-80769-6

NUR 113

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Inleiding

In het hbo en WO worden ruim 1000 opleidingen in het Engels aangeboden. Docenten worden hierdoor geconfronteerd met uitdagingen en problemen: ze krijgen de mogelijkheid om in het Engels les te geven, maar merken ook regelmatig dat ze in het Engels niet dezelfde taalvaardigheid hebben als in het Nederlands.

Onderwijsinstellingen bieden daarom hun medewerkers in de meeste gevallen de mogelijkheid om hun kennis van het Engels te verbeteren door het volgen van cursussen en workshops.

Eenmaal terug op de werkvloer ligt het gevaar op de loer dat het geleerde ondersneeuwt in de dagelijkse gang van zaken. *Lesgeven in het Engels - Een praktische handleiding* is een naslagwerk dat antwoord geeft op de meest voorkomende problemen die zich voordoen bij het werken binnen een Engelstalige onderwijsomgeving.

Lesgeven in het Engels - Een praktische handleiding is opgebouwd uit de volgende delen:

Mondelinge communicatie: biedt handige kant-en-klaar zinnen aan voor alle denkbare onderwijssituaties – van het eerste college tot het scriptiegesprek. Ook komen onderwerpen als presenteren en vergaderen aan bod.

Schriftelijke communicatie: bevat zowel praktische informatie over het schrijven van teksten, brieven en emails als kant-en-klare zinnen en uitdrukkingen voor o.a. het maken van tentamens en het geven van feedback.

Grammatica: geeft een beknopt overzicht van de belangrijkste onderwerpen van de Engelse grammatica. Struikelblokken voor onderwijsgevendenden – zoals het stellen van vragen en de vertaling van het werkwoord ‘moeten’ – worden extra toegelicht.

Uitspraak: legt kort en helder uit hoe de belangrijkste Engelse klanken worden gevormd en staat stil bij de woorden die vaak verkeerd worden uitgesproken door Nederlandse sprekers. De in het boek opgenomen zinnen worden als extra ondersteuning aangeboden op een aparte audio-cd.

Tenslotte bevat *Lesgeven in het Engels - Een praktische handleiding* een handige **woordenlijst** met een vertaling van de belangrijkste **onderwijsstermen** in het Engels.

Om het gebruik van *Lesgeven in het Engels - Een praktische handleiding* als naslagwerk zo eenvoudig mogelijk te maken wordt de uitleg in het Nederlands gegeven. Zowel bij de uitleg als bij de voorbeelden is steeds het Brits-Engels als uitgangspunt genomen. Daar waar 'hij' staat in het boek, kan ook 'zij' gelezen worden.

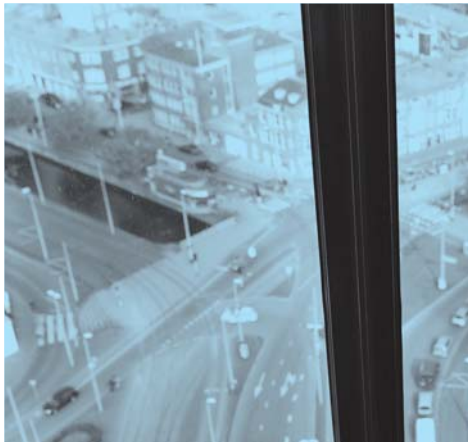
Irma Laponder
Martine Swennen
Banchory /Breda, voorjaar 2011



DEEL 1

Mondelinge communicatie

- 1 Contact met studenten 13**
- 2 Contact met collega's 35**



1

Contact met studenten

- 1.1 Inleidend college
- 1.2 De organisatie van colleges en werkgroepen
- 1.3 Interactie met studenten tijdens het college
- 1.4 Gebruik en inrichting van de collegezaal
- 1.5 Feedback geven op opdrachten
- 1.6 Studenten begeleiden bij stage en afstuderen
- 1.7 Coachen en studieloopbaanbegeleiding
- 1.8 Persoonlijke begeleiding

1.1 Inleidend college

VOORBEELD 1.1

Inleidend college

Good morning, everyone. Welcome to this first lecture on process management. It's the first in a series of ten that will hopefully give you an insight into the processes that drive business success. Over the course of the next ten weeks, I'll attempt to explain why some businesses succeed and others fail. We'll cover a variety of subjects, ranging from defining processes to identifying opportunities for improvement. I won't go into too much detail as you'll find a detailed course outline on Blackboard, including major topics and weekly assignments. However, I'd like to point out some of the highlights.

Doel van de cursus

The goal / aim of this course is to give you ...
 At the end of this course you'll be expected to ...
 The project has a variety of learning outcomes.
 The course is aimed at extending ...
 This course has been designed for students who ...
 This module will foster critical awareness of ...

Het is niet *to follow a course*, maar *to do / take a course*.
 Het is *a course / a lecture / an assignment on ...*

Tentamens

There's an end-of-term exam and a resit at the end of the academic year.
 There's only one resit opportunity.
 The exam will consist of multiple choice and essay questions.
 It will be a computer-based / paper-based test.
 There will be an open book exam.
 Drop by my office if you want to view your exam script (= gemaakt tentamen).

Beoordelingscriteria

Marks will be rounded off to the nearest whole number.
 The pass / fail cut-off point is 6.0.
 Your final mark will consist of three components averaged out.
 You'll receive your credits if you have an overall average of 6.0.
 Grades may be rounded either up or down.
 You'll find the marking criteria in Blackboard.
 Attendance will count towards your final mark.
 All assignments and projects are compulsory / mandatory.
 All course work will count towards your final mark.
 The final mark will be based on the breakdown of five deliverables.
 Your peer evaluation will count for 20% of your final mark.

Het gebruik van *grade* komt uit het Amerikaans-Engels, maar wordt steeds vaker ook in het Brits-Engels gebruikt in plaats van *mark*.

1.2 De organisatie van colleges en werkgroepen

VOORBEELD 1.2

De organisatie van colleges en werkgroepen

Good morning, everybody. It's good to see you all at this early hour. I hope you all had a great weekend. Today's main topic is market research. Let's quickly recap what we've done so far. You have already revised the literature on some relevant sociological and psychological theories. As part of your project work you have completed a number of literature-based assignments and posted these in File Exchange. Good work, everyone! Today we will discuss the implications of poor research. Any questions so far? I'll take your silence as a 'no', so let's start with what you've read. Rosa, could you ...

Begin van de bijeenkomst

I'd like to get started.

I'd like to start the lecture now.

It's good to see so many of you at this early / late hour.

Right, let's begin / start, shall we?

Let's see what today's session is all about.

If you are all seated, we can start.

I'm about to start so please all take a seat.

In the previous session we looked at / discussed / dealt with ...

Today we will: ...

- continue the discussion by further investigating how ...
- expand on this topic by ...
- explore the topic of last week's session further by ...

Now, let's see what we ended with / where we left off last time.

Can you tell me / us what we talked about / discussed in our previous session?

Het is niet *to discuss about*: *We will discuss the assignment later.*
To tell wordt in dit soort zinnen gevolgd door *you*: *I'll tell you about ...*
 en niet *I'll tell about ...*

Refereren aan het gebruikte materiaal

Please go / turn to page 12 of your books.

On page 13 of your handout it says that ...

At the beginning / end of the chapter ...

It's in the second line, third word along.
 A little further down, second line from the bottom.
 Somewhere in the middle of the page / top half / bottom half it says that ...
 It's at the bottom of the page.
 It says / states in this article that ...
 The text implies that ...
 As it says in the box on page 86 ...
 According to the statement on page 78 ...
 The graph on page 94 tells us / shows us that ...
 The penultimate (/ **pə'nʌltɪmət** / = één-na-laatste) paragraph discusses ...
 The second last paragraph discusses ...
 I refer to the passages on page 30.
 You need to pay special attention to the underlined words.
 Look carefully at the words in bold / italics.
 You'll find additional information in the appendix.
 You'll find the set (= verplichte) literature on the reference list.
 Please consult your literature list for recommended reading.

Een alinea is een *paragraph*. Een langer stuk tekst heet a *section*.

Het Nederlandse woord 'syllabus' is een *course reader* in het Engels.

Syllabus of curriculum zijn de Engelse termen voor de inhoud van een cursus of een programma: *The sciences are an important part of the school curriculum. Tennyson's work is on the syllabus of the Victorian poetry course this year.*

Het is *page 12 in / of your books*. Bij het toespreken van meerdere studenten wordt *books* gezegd, terwijl *book* naar het boek van één student verwijst.

Naar woorden zoeken

What's it called again?

What do we call it again?

The word's on the tip of my tongue.

It'll come to me in a second.

I can't seem to find the word / expression right now.

Let me rephrase that.

Het is niet *How is it called*, maar *What is it called*.

Afronden en samenvatten

Let's recap: what have we talked about today? (*van: recapitulate, recap = samenvatten*)

Let's summarize today's lecture.

I'll finish / round off this lecture by going over the main points again.

What were the most important topics of today's lecture?

To put it in a nutshell: ...

The key point I would like you to take away and think about is that ...

Vorbereiding voor een volgend college

You'll find all the details on Nestor.

I'll post next week's assignments to Blackboard.

Do the assignments on Natschool.

You'll find a handout with additional information in my tray.

Please put your essays in my pigeon hole (= postvakje).

Post your assignment on Blackboard.

Revise your assignments if they're not yet up to scratch.

Read / go over your notes from today's lecture.

Revise all work covered so far.

The reports need to be handed in by Friday.

Hand in / submit a paper / digital copy of your report by 3 pm today.

Write a summary / five-page report on ...

Prepare a talk on ...

Het is *to do your homework*, niet ~~to make your homework~~.

Het is *pages 5 to 15*, niet *5 # 15*.

Woorden om naar de Virtual Learning Environment (VLE) te verwijzen:

- *To post on / publish to Blackboard / Nestor.*
- *To find in / on Natschool / Moodle.*

Het college afsluiten

Well, that's it for today.

We'll have to stop here.

That's all we have time for.

Let's wrap it up.

If you have any questions, feel free to drop by my office.

Before I let you go, I'll give out next week's assignments.

Before you go and have lunch, let's see what you need to prepare for next time.

So, what are you expected to do for next time?

Thank you for being here today; (I hope to) see you next time / week.

Well, (I hope you'll) have a nice / good evening / weekend.

Zie ook: 2.3 Presentaties.

1.3 Interactie met studenten tijdens het college

VOORBEELD 1.3

Interactie met studenten tijdens het college

Right, now that we've come back from our break, let's pick up where we left off. Before the break we talked about Newton's Law of Cooling. It's now time to put theory into practice. I'm going to ask you to carry out a couple of experiments to investigate how objects cool. We're going to work in pairs, so Finn, please put your mp3 player away and go and sit next to Sarah. Have you all got a copy of today's assignment sheet? Yes? Excellent! There are only two assignments today and you've got twenty minutes to complete them. After you've finished, we'll look at the results. Make sure you make notes as you go along. Any questions? No? Well, let's get to work, then.

Vorbereiding bespreken

Let's look at the work you've prepared for today.
 Last time I asked you to look at ... How did you get on?
 Have you done assignment 3?
 We'll only discuss this briefly.
 Have you all managed to do the assignment on ...?
 Who hasn't done assignment 2?
 Didn't I ask you to do assignment 5 as well?
 Are there any further questions on / about assignment 2?
 Please raise / put up your hand if you haven't ...

Revise betekent zowel 'herzien' als 'bestuderen':
Revise your assignments.
Revise for your exam.

Shortly betekent 'binnenkort': *We will have a break shortly.*
Briefly betekent 'een korte tijd': *We will briefly discuss the assignment and then we'll have a break.*

Opdrachten geven

Here are some tasks for you to work on in groups of four.
 Work individually / independently / by yourselves.
 I'd like you to work in pairs / threes / fours / fives.
 I want you to form groups of three or four.
 I'd like you to team up to make a group of four.
 Partner up with your neighbour.
 Emma and Jens, you two can pair up together.
 Move on to the next activity.
 We will do this in turns, starting with Nadia.
 Let's take turns answering the questions.
 Consider the following question and report back to me in fifteen minutes.
 You've got five minutes to consider the following issue.

We'll first do a trial run. (= oefenrondje)

Each group will report back to the class / will report their findings.

Take a marker and write your answers on the whiteboard.

This is a group activity but we'll have a class discussion afterwards.

Vragen aan studenten

What did your group make of this problem?

What solution did you come up with?

How did you get on?

What are your thoughts on this subject?

So can anyone tell me why this is a major breakthrough in our field?

That's interesting. Miguel, how about you?

Let's hear what Julia has got to say.

Let's hear Anna's take on this issue.

Do you agree with Martha?

What is your opinion on / about this?

What do you make of this?

What are your thoughts on this matter?

Would you like to share your thoughts with us?

Reageren op antwoorden

You gave a thorough / clear analysis; well done.

I couldn't have said it / put it better myself.

I'm glad we all agree / we're all in agreement.

Is that what the book says? I don't recall that.

I don't understand your point.

I don't follow your train of thought.

I'm not sure what you're getting at.

I'm afraid you've lost me there.

You haven't answered the question fully.

Could you be more precise?

Could you expand on that?

That's an interesting way of looking at / putting it.

I'm afraid I don't agree.

I wonder if what you say is true.

I'm not sure if I agree with you there.

Studenten vermanen

Do you mind? This is important for you, too.

I'm trying to explain something here.

Stop doing whatever it is you're doing.

Why do you keep on talking? Stop it now.

Just hear me out, will you?

Stop tapping your pen / fingers.

Please stop fidgeting.

This is a final warning.

I'm not asking you again!

There's no drinking or eating in this classroom, remember.

Please ...

- don't be so loud.
- keep the noise down.
- stop interrupting (me all the time).
- switch / turn off your phone and pay attention.

- stop texting in class. (to text = sms-en)
- cut it out (= stop it).
- sit up straight / properly.

Een smsje is a text (message). Sms-en is to text.

1.4 Gebruik en inrichting van de collegezaal

VOORBEELD 1.4

Gebruik en inrichting van de collegezaal

Now, for our next exercise I want you to rearrange your tables in sets of four. Please remember to put them back at the end of this class, though. Mr Kleinstra was a bit annoyed when we forgot to do that last time. Yes, Martin, you can pull the blinds down if it's too warm for you, but could you open the window as well, or you'll all doze off due to a lack of oxygen in the room. Okay, while you all get yourselves organised, I'll start up the computer. There's an interesting website I found that illustrates the importance of today's assignment.

Opstellingen maken

Form a circle with your desks.

Could you rearrange your desks into groups / sets of four?

Can you help me make two lines of desks facing each other?

I want you to find a partner and sit back to back.

Please make a horseshoe shape with your desks.

Please put back all the tables in their proper positions.

Return the chairs to their regular places after this.

Go and get a chair next door.

Pull up a chair and come and sit over here.

Please move over. (= een plaats opschuiven)

Computergebruik

Now, if I click on this icon here ...

If I scroll down / up ...

This is a useful link. (naar een website)

Is the computer plugged in?

I'll adjust the letter size so you can all read it.

I'll publish this presentation to Natschool.

We need to wait for the projector to warm up.

I have a poor Internet connection here.

I need to call the help desk to solve this problem.

This was working just fine in yesterday's class.

The batteries of the remote (control) are dead.

I wish I had a (laser) pointer. I can't reach it.

My computer is acting up.

The printer is out of paper / toner.
 I need an extension cable.
 Let me connect my laptop to the projector.
 The computer has crashed.

Het woord *beamer* wordt in het Engels ook wel gebruikt, maar *projector* verdient de voorkeur.

Problemen in het lokaal

It's quite stuffy here.
 Is the sun blinding you?
 Shall we pull the blinds up / down?
 Let me adjust the blinds.
 Can you close / open the curtains, please.
 It's freezing in here!
 It's boiling hot!
 Where's that draft (= tocht) coming from?
 That flashing light is irritating.
 I can't fix this myself.
 I can't get it to work.
 Careful, that chair is wobbly.

1.5 Feedback geven op opdrachten

VOORBEELD 1.5

Feedback geven op opdrachten

- Okay, David, about your presentation: I felt you started off really well, with a clear introduction.
- Oh right, thank you.
- But I'm afraid that after that you lost track of what you wanted to say.
- Oh, that's not good, how do I avoid that next time?
- Well, I suggest that you make an outline and send it to me before your next presentation.
- Yeah, that sounds like a good idea. I always find it difficult to limit myself to one issue. People have said that to me before.
- Right, so this doesn't come as too much of a surprise, then. You should be able to avoid the problem by taking a more structured approach.

Algemene vragen en opmerkingen

Why not look at it from this angle / a different perspective.
 How have you dealt with ...
 What are your own thoughts / feelings / ideas about ...
 How have you implemented ...

Have another look at the chapter on ...
 Why don't you give this some more thought?
 Your nerves didn't show at all during the presentation.
 How much time did you spend on preparing this assignment?

Niet nakomen van afspraken

Your assignments are always late.
 No assignment again? This is becoming a bit of a habit.
 This is the second time you've missed a deadline. I can see a pattern developing here.
 I thought we had an agreement.

Positieve beoordeling

You have an excellent understanding / grasp of ...
 This is a very accurate account of ...
 You clearly show that you understood this part / topic / aspect.
 You have a good eye for detail.
 You made good contact with the audience.
 You've made real progress.
 You've tackled this problem well.
 You've written a publishable essay.
 You've passed with flying colours.

Negatieve beoordeling

It still needs a bit / lot of work done to it.
 You need to brush up on your ...
 Revise it (thoroughly) and pay more attention to ...
 You need to work on your academic language.
 You need to enhance your understanding of ...
 You need to polish up your writing / presentation skills.
 You really should have done better there.
 You should have thought this through more.
 You go off on a tangent. (= verandert plotseling van onderwerp)
 You lose track of the original idea.
 You get side-tracked.
 I had expected a more thorough understanding of ...
 You need to develop a broader understanding of ...
 You have to stick to the rules / facts.
 This is sloppy work.
 This won't do.
 This is (completely) unacceptable.

Bovenstaande zinnen kunnen genuanceerd worden door *I'm sorry, but of I'm afraid that* toe te voegen.

Afkijken, tentamenfraude en plagiaat

I suspect you cheated (cheat = afkijken) in your exam.
 You were caught cheating.
 You were caught red-handed (= op heterdaad).
 This report is a copy and paste job (= knip- en plakwerk).
 This is clearly plagiarised.
 Cheating / exam fraud / plagiarism is a serious offence.
 Do you know what the penalty for fraud is?
 This incident will be investigated.

The matter will be referred to (= doorverwijzen naar) the Examination Committee.

You'll have to appear before the committee.

You have the right to appeal.

You can submit your appeal in writing.

The committee has ruled in your favour / against you.

According to the committee, exam fraud has (not) been proven.

Luckily, this is your first offence.

If you re-offend ...

You'll have to re-submit the plagiarised assignment.

You'll be awarded a zero mark / score.

You'll have to drop the course.

We have no other option but to drop you from the course.

Het groepsproces bespreken

You obviously worked as a team; well done.

This was a real team effort.

Jens, your determined approach benefitted the entire team.

In retrospect, what do you think of the project?

You need to fill in a self and a peer evaluation.

Emma, you weren't really pulling your weight, were you?

You didn't make use of all the skills in your group.

I had the feeling that some put in more hours than others.

Vocabulaire voor het geven van feedback

Work can be:

bondig	concise
duidelijk	clear
gedetailleerd	detailed
goed geschreven	well written
grondig	thorough
kernachtig	to the point
matig	mediocre
nauwgezet	meticulous
onder de maat	substandard
planmatig, methodisch	methodical
slecht geschreven	badly written
slordig	sloppy / slapdash
te laat (ingeleverd)	behind schedule / overdue / late
teleurstellend	disappointing
uitmuntend	brilliant / excellent / first-rate
uitvoerig	elaborate
zwak	poor

Zie ook: 1.6 Studenten begeleiden bij stage en afstuderen, 1.7 Coachen van studenten, 4.2 Toetsvragen en 4.3 Schriftelijke feedback.

1.6 Studenten begeleiden bij stage en afstuderen

VOORBEELD 1.6

Het begeleiden van studenten bij stage en afstuderen

- Sarah, you're nearly halfway through your work placement now. Tell me, how are you finding it so far?
 - Oh, all right. I like the company a lot.
- That's good to hear. What do you like about it?
 - I like the company culture. They also give me challenging assignments, I have a lot of responsibility and they treat me as one of the team.
- What are you working on at the moment?
 - They're planning a big event and have asked me to design the invitations.
- Good for you! And how are you getting on?
 - Not so well, actually. I'm struggling a bit. It's difficult to come up with an original idea. I thought it was a piece of cake when we did the workshop on creative design, but there's more to it than you think.
- We hear that a lot. But I wouldn't worry, if I were you. You have excellent creative skills and they wouldn't have given you the assignment if they didn't think you were up to it.
 - Thank you. That's reassuring to hear.

Doel en inhoud van de stage

What tasks will you be doing during your work placement?

What do you hope to have achieved by the end of your work placement?

What arrangements have you made with your placement company?

Which professional skills are you hoping to develop?

How will you put this into practice?

Career development skills are extremely important.

What will your primary role in the organization be? What will you be responsible for?

You'll acquire hands-on experience in the field.

At the end of your traineeship you should ...

- be more proficient in ...
- have a broader understanding of ...
- have gained experience in ...
- have developed ...

This activity ...

- will give you a better understanding of ...
- will add ... to your skills set.
- will help you improve ...
- is not challenging enough.
- should also involve ...

- needs to be focused on ...
- has no educational value.
- doesn't show what you are capable of.
- is not appropriate for a student of your level.

(Work) placement is de algemene term voor een stage. Internship wordt ook gebruikt, maar wordt meer geassocieerd met Amerikaans Engels. Practical / prac wordt vaak gebruikt, vooral in verband met 'social work'.

Doel en inhoud van het afstuderen

- You need to narrow down your initial problem formulation.
- You need to define your research boundaries.
- Your hypothesis is not strong enough.
- You need to state your intentions more clearly.
- Your research question is clearly formulated.
- Your aims are focused and measurable.
- You've described the context of your thesis clearly.
- Have you thought of a particular approach?
- Which statistical procedure is the most appropriate for your research?
- What impact might your research have?
- Can you be sure that your study will have an impact on the field?
- What contribution will your research make to the field?
- What is the overall objective of this project?

Het stage- of afstudeerplan

- It's a well-written plan; well done.
- You've described your activities and objectives very clearly.
- Your proposal has been approved.
- Your plan contains clearly defined learning objectives.
- There are no SMART criteria / quantifiable elements in your learning goals.
- This objective doesn't meet any of the SMART criteria.
- You need to fine-tune your proposal.
- Your plan doesn't follow the prescribed proposal outline.
- Your proposal doesn't meet the requirements.

Tussentijds bespreken van de stage- of afstudeerperiode

- According to your supervisor, you add value to the team.
- In this field you have to think outside the box.
- Your interim report is detailed and informative.
- What skills are you developing?
- You're on target; well done.
- You're on / behind schedule.
- It's time to pull your socks up. (= hard aan de slag gaan)
- According to your on-site / company supervisor you ...
- work neatly.
- deliver on time.
- meet your targets.
- are driven.
- respond to feedback promptly.
- are quick on the uptake.
- work well in a team.
- work well under stress.
- show a broad understanding of what this work entails.

- have a good skills set.
- need very little / a lot of supervision.
- lack confidence.
- have difficulty adjusting to new situations.
- have difficulty meeting your deadlines.
- have an attitude problem.
- are not pulling your weight. (*to pull your weight* = je steentje bijdragen)
- dress inappropriately.

You have ...

- to work towards your objectives.
- to stick to your plan.
- to remain focused.
- to push yourself harder.
- lost track of your learning objectives.

Eindbespreking

I was impressed with your progress.

You have excellent research skills.

You have come a long way.

Your performance has been good throughout.

Your overall performance is ...

- outstanding
- excellent
- good
- satisfactory
- adequate
- mediocre
- disappointing
- substandard
- poor
- not up to the mark

You started off really well but ...

You lack commitment / drive.

Bespreken van het stageverslag of scriptie

I was impressed with the level of your research.

Your final report is insightful.

You support all your conclusions with data.

You touch upon all the issues that are relevant for your research.

How did you go about your feasibility study?

You seem to find it difficult to put your thoughts into words / to paper.

You are losing track of ...

I would like to have seen a more detailed account / analysis of ...

Your report lacks reflection / depth / insight.

You are close to committing plagiarism.

You've misinterpreted the data.

You need to use more reliable references.

Zie ook: 1.5 Feedback geven op opdrachten

1.7 Coachen en studieloopbaanbegeleiding

VOORBEELD 1.7

Coachen en studieloopbaanbegeleiding

- Hi Martin; how are you? It's time to finalise your plans for next year.
- I have given it a lot of thought and decided to go to Chile for a work placement.
- That sounds ambitious; is there any specific reason for this?
- My girlfriend will be doing her placement in Santiago next year.
- I see. So how will you go about it?
- Well, I need to improve my Spanish first. I took Spanish at school and I've signed up for a follow-on course at the language centre here.
- Oh, right, so that will be quite a challenge. Good thinking; you'll obviously need to have a working knowledge of Spanish. What companies are you considering?
- To tell you the truth, I haven't given it much thought yet. I hope there are some Dutch companies out there, but I need to look into that in more detail.
- That sounds like a good idea. Why don't we schedule an appointment for next week? What things will you need to do before then, do you think?
- I'll need to contact the Chamber of Commerce to see what's out there.
- I'm afraid I need a more specific objective.
- OK, I'll make sure I have a list of five possible companies that actually offer work placements to foreign students. Does that sound better?
- It does. I'm glad to see that that tutorial on SMART goals wasn't wasted on you! I'll see you next week then.

Groepswerk

You work well in a team.

You're a good team player.

How do you work in a team?

What is your contribution to the team?

How do you deal with dominant / quiet / lazy team members?

How would you go about developing a successful strategy for coping with ...

How do you deal with conflict?

How do you convey your own ideas in a group?

You tend to dominate a meeting / conversation.

You are too passive when working in a team.

Motivatie en mogelijke hindernissen

You seem to have a good coping strategy for dealing with the situation.

What motivates / drives you?

To what extent are these personal issues holding you back?

Are you affected by study stress?

How do you cope with exam anxiety?

If your dyslexia / ADHD affects your work, please go and see the study counsellor.

What could you do to reduce the impact of ...

Conflictantering

You have to resolve any issues you have with Nadia.
 You need to sort out your differences.
 You have to ignore your dislike for him and just get on with it.
 You can't let a personal grudge get in the way of work.
 We need to find a workable solution.
 You need to find a compromise.
 Why don't you meet each other halfway?
 You shouldn't take it so personally.
 Let's separate the person from the problem here.
 Let's not make this personal.
 Let's look at the facts objectively.
 Let's try and resolve this matter.
 That would be a step in the right direction.
 Please be civil.
 It's time you and Miguel buried the hatchet (= de strijdbijl begraven)
 Let bygones be bygones.

Doelen en competenties

You have written a clear action plan.
 Your goals show a real sense of purpose.
 You've demonstrated that you have acquired this competency.
 Please reflect on the core competencies you need to show.
 What progress have you made so far in achieving this goal?
 I would like you to make your goals more specific.
 What obstacles do you expect to meet?
 What knowledge do you need to acquire?
 Describe / demonstrate your level of intercultural competence.
 What has stopped you from reaching this goal before?
 What steps do you need to take to achieve this competency?
 Where do you see yourself in a few years' time?
 How do you intend to go about planning your career path?
 How do you define success?
 What is a rich learning environment for you?
 What are your marketable job skills?
 You need to work on your competencies.
 Your competence in ... could be improved.
 These skills will make you more employable.
 You need to make yourself employable.
 Well done. That's another competency we can tick off the list.
 This should improve your job prospects.

Hoewel er in de strikte zin een verschil is, worden binnen het Nederlands hoger onderwijs de termen *competence en competency* regelmatig door elkaar gebruikt.

Goed functioneren

You are open to suggestions / new ideas.
You take criticism well.
You have good listening / communication / writing / analytical skills.
You are highly focused.
You know how to work towards a goal.
You work with a clear goal in mind.
You know how to overcome difficulties.
You always meet your deadlines.
You have a good skills set.
You have the ability to motivate people.
Your enthusiasm is catching. (= aanstekelijk).
You have good leadership skills.
You're an excellent communicator.
You've shown determination to reach your goals.
You've managed to stick to your goals.
You've overcome these obstacles by working hard.

Aandachtspunten voor de student

You need to be more punctual.
You need to meet your deadlines.
You're underachieving.
You're not working to your full potential.
You show no initiative.
Don't let these personal issues / problems hold you back.
You need to deal with / address these issues first.
You don't take criticism well.
You can be quite disrespectful to others.

Negatief studieadvies

You haven't managed to earn the required number of credits.
You haven't passed the required number of courses.
You've failed to obtain the minimum number of credits.
We have no other option than to fail you.
You'll have to find another programme.
You'll have to drop this course.
Unfortunately, you won't be allowed to enrol for next year's course.
You'll have to repeat this year.
I'm not sure this course suits your abilities.
You may want to consider other career options.

De voorbeelden kunnen worden genuanceerd door toevoegingen als *I'm (we're) sorry (but) of I'm afraid (that) of unfortunately.*

Vocabulaire voor het begeleiden van studenten

Studenten zijn ...

angstig, gespannen	anxious
bekwaam, kundig, bedreven	capable / competent / proficient / knowledgeable / accomplished
betrouwbaar	dependable / reliable
bezorgd	concerned
consciëntieus	conscientious
gedreven	driven
gespannen	nervous / stressed
hoogbegaafd	gifted
lui	lazy
nauwgezet	meticulous / thorough
ongemotiveerd	unmotivated
passief	passive
toegewijd	committed
vindingrijk	resourceful

De meest neutrale manier om over de intelligentie van studenten te praten is met *able*: *a (less / more) able student*.

Een term die ook steeds vaker voorkomt is *enquiry mindedness*: het vermogen om zelf op zoek te gaan naar relevante informatie en daar van te gebruiken wat nuttig is in bepaalde omstandigheden: *We try to simulate students' enquiry mindedness*.

1.8 Persoonlijke begeleiding

VOORBEELD 1.8

Persoonlijke begeleiding

- Hi Jens, come on in. You said you wanted to tell me something?
- Yeah, thanks. I got some bad news this morning.
- I'm sorry to hear that. What's happened?
- My sister was rushed to hospital this morning. She was hit by a car.
- How awful: is she all right?
- She has apparently broken her leg. I'm going there now.
- Of course, you want to make sure she's all right.
- So you don't mind if I miss my presentation this afternoon?
- Under the circumstances, I don't. We'll just have to reschedule, but we can do that next week.
- Thank you so much. Well, I'd better head to the station then.
- Off you go then. Will you keep me informed?
- I will. Thanks again.

Studenten met een beperking

A student may have...

- mental health / learning / mobility difficulties.
- dyslexia / dyspraxia / ADHD / ADD.
- Asperger's Syndrome / an Autistic Spectrum Disorder.
- a hearing / visual impairment.
- a bipolar / eating disorder.
- an Obsessive Compulsive Disorder (OCD).
- diabetes / epilepsy / MS / ME.
- (a mild / severe form of) autism.

A student may

- be visually impaired / blind.
- be hard of hearing / deaf (in one ear).
- be partially blind / deaf.
- suffer from (mild / severe) anxiety / panic attacks.

You will have to do a diagnostic assessment.

You will have to provide medical evidence.

Have you sought help?

Do you know who to turn to for help?

You need professional help.

Are you on medication?

Do you take medication for this condition?

How does the disease / disorder manifest itself?

What's the (short-term / long-term) prognosis?

You're entitled to extra support.

Why don't you apply for extra exam time?

We arrange extra exam time for students with disabilities (= met een beperking).

We have separate rooms / seating arrangements for students with exam anxiety.

The building is accessible to wheelchair users.

I'm going to refer you (=doorverwijzen naar) to the Disability Coordinator.

Zieke studenten

What happened to you?

You don't look well (at all).

You look awfully pale.

Are you running a temperature?

Is there anyone we can call to take you home?

You should be in bed.

Take good care of yourself!

Persoonlijke gesprekken: slecht nieuws

You look sad: what's happened?

What's on your mind?

I'm sorry to hear about ...

We were all shocked when we heard that ...

Of course you're upset.

You must be devastated.

I really feel for you.

Will you manage?

1

This is just too bad.
This is really bad luck.
How are you coping?
You've been through a lot.
Please accept my condolences.
I'm sorry for your loss.
I'm sorry to hear about your father's death.
I hope things will look up soon (= verbeteren).
You have to give it time.
Your grief will ease as time goes by.
Time is a great healer.

Persoonlijke gesprekken: goed nieuws

I'm really happy for you.
This is wonderful news.
I'm so / really pleased for you.
You must be so excited.
You must be chuffed to bits.
Congratulations on getting that scholarship.
You must be so pleased.
Everything has worked out for the best.
I'm glad to hear that ...
That's wonderful news.
You must be on cloud nine!

