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From “learning to use” towards “using to learn”? : long-term effects of structure-based versus dynamic usage-based programs for French

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Stellingen

From “learning to use” towards “using to learn”?

Long-term effects of structure-based versus dynamic usage-based programs for French

Wim Gombert

1. “Surely some revelation is at hand; Surely the Second Coming is at hand”
(W. B. Yeats)
2. “For the things we have to learn before we can do them, we learn by doing them.”
(Aristotle)
3. If oral skills are the main goal of L2 instruction, the final reading exams in modern foreign language exams in the Netherlands are in need of reconsideration: the final exam should consist of testing oral skills instead.
(This study, chapter 4)
4. If given sufficient exposure and time, it is not necessary to teach grammar to learn grammar.
(This study, chapter 5)
5. Oral skills can only be developed successfully if students are (1) regularly and repeatedly exposed to the foreign language and (2) they are motivated to actively use the foreign language.
(This study, chapter 7)
6. DUB-inspired programs can be considered strong versions of CLT: they reflect how CLT was originally intended.
(This study, chapter 8)
7. Commercial publishers generally prioritize commercial interests; they assume that coursebooks which match SLA theory would be unlikely to sell.
(Brian Tomlinson, chapter 8)
8. Foreign language teachers in the Netherlands are highly dependent of coursebooks designed by educational publishers. In other words: Foreign language coursebooks are the opium of foreign language teachers.
(Adapted from Karl Marx)