

## **Curriculum Vitae**

### **Degrees:**

- 2022 PhD: 'From "learning to use" towards "using to learn"? Long-term effects of structure-based versus dynamic usage-based programs for French'. Promotor: Prof. M.H. Verspoor, copromotor: Prof. M.C.J. Keijzer.
- 2017 Certified AIM-teacher, AIM Language Learning, Canada.
- 2001 Master's degree in educational science, Open University, Heerlen
- 1989 Bachelor's degree Teacher Training 1<sup>st</sup> degree (MO-B) French, NHL Groningen
- 1983 Bachelor's degree Teacher Training, 2<sup>nd</sup> degree English and 3<sup>rd</sup> degree French

### **Grants:**

- 2016-2017 In 2017 I applied for two grants for PhD research: NWO and Dudoc Alpha (both > € 100.000) and was awarded both. I chose the Dudoc Alpha grant as it not only provided time but also a program to make research outcomes available for practitioners.

### **Scientific and research related publications**

- Gombert, W. & Verspoor, M., (2023, under submission). Structure-based versus Dynamic Usage-based instruction. An overview of the effectiveness of both approaches pertaining to all general language skills.
- Gombert, W. (2022). From "learning to use" towards "using to learn"?: long-term effects of structure-based versus dynamic usage-based programs for French. Ridderprint.
- Gombert, W, Keijzer, M., & Verspoor, M., (2022, submitted), Testing L2 oral French proficiency: effects of structure-based versus dynamic usage-based instruction (*Dutch Journal of Applied Linguistics*)
- Gombert, W., Keijzer, M., & Verspoor, M. (2022). Structure-based Versus Dynamic Usage-based Instruction: L2 French Writing skills after six years of instruction in high school. *Dutch Journal of Applied Linguistics*, 11. <https://doi.org/10.51751/dujal10935>
- Gombert, W., & Rousse-Malpat, A. (2018) J'AIME parler français. *Levende Talen Magazine* Special Issue. 90-93
- Rousse-Malpat, A., & Gombert, W. (2017). Gebruik van de doeltaal in de les moeilijk? *Levende Talen Magazine*, 104 (2), 4-8.

### **Contributions during scientific conferences**

- Gombert, W., Keijzer, M., & Verspoor, M.. (2019, June). *Effectiveness of an implicit approach for developing L2 French productive skills in a 6-year, pre-university program*. Paper presented at the Canadian Association of Applied Linguistics (ACLA/CAAL), Vancouver (BC).
- Gombert, W., Keijzer, M., & Verspoor, M.. (2018, March). *J'AIME le français, L2 French written proficiency after six years*. Paper presented at the American Association for Applied Linguistics (AAAL) in a colloquium organized by Marjolijn Verspoor, Explicit versus implicit? Long-term interventions and free response oral and written data, Chicago, (IL).
- Gombert, W., Keijzer, M., & Verspoor, M.. (2016, September). *How to test L2 oral proficiency in a longitudinal study*. Paper presented at the Second Language Research Forum (SLRF) in a colloquium organized by Rick de Graaff and Marjolijn Verspoor, Re-assessing type and amount of exposure in form-focused instruction, New York (NY).
- Gombert, W. & M. Verspoor. (2015, June). *Demonstration of the AIM-methodology*, presented at Thinking Doing Learning 2 (TDL2) in a colloquium organized by Audrey Rousse-Malpat and Marjolijn Verspoor, AIM language learning. Groningen, the Netherlands.

### **Contributions to teacher conferences**

- Gombert, W. (2023, January-March), *Leren spreken in een vreemde taal (de kracht van herhaling in aantrekkelijke taken)*, een workshop door Wim Gombert (Groningen, Amersfoort en Leiden)
- Gombert, W. (2020, January). *J'aime parler français*, een nieuwe en effectieve DUB-methodiek voor bovenbouw VWO AIM Conferentie, VU Amsterdam.
- Gombert, W. (2018, March). *J'aime parler français*, een nieuwe en effectieve DUB-methodiek voor bovenbouw VWO. AIM Conferentie, VU Amsterdam.
- Gombert, W. (2018, January). *J'aime parler français*, een nieuwe en effectieve DUB-methodiek voor bovenbouw VWO. Dag van Kunst, Taal en Cultuur. Groningen.
- Gombert, W. & Rousse-Malpat, A. (2018, January). *J'aime parler français*, een nieuwe en effectieve DUB-methodiek voor bovenbouw VWO. Good practice Day, Leiden.
- Rousse-Malpat, A. & W. Gombert. (2018, March). Project Frans: onderzoek naar de effectiviteit van AIM en AIME. AIM conference, University of Amsterdam.
- Gombert, W., & A. Rousse-Malpat (2017, March). Het toetsen van spreekvaardigheid met SOPA en OPTF. Congres Frans, Noordwijkerhout.
- Rousse-Malpat, A. & W. Gombert (2017, March). Onderzoek naar de effecten van AIM en AIME in de onderbouw en in de bovenbouw. Congres Frans, Noordwijkerhout.

## **University courses designed and taught at the University of Groningen**

2022-2023 (under construction):

Language and Society 2 – Dutch linguistics, Program ELC

L2 Dutch proficiency C1 (Dutch studies)

2021-present: Language & Society 1 - Dutch Linguistics, Program ELC

2021-present: L2 Dutch proficiency A1-B2, Program ELC

2018-2020: L2 French proficiency B1 and B2, Program ELC

2018: Language & Society 1 - French Linguistics, Program ELC

## **Overview of academic related activities**

2022-today	Secretary of the clusterboard of Cluster 2 (Faculty of Arts).
2021-today	Teacher and coördinator of L2 Dutch Language Proficiency, levels A1-B2+ in the Language Learning team and teaching the courses Language Specific I and II in Linguistics team (0.65 fte).
2019	Member of the advisory commission of NWO/NRO for short research projects.
2018-2020	Teacher of French Language proficiency B1, B2 in the Language Learning team of ETC at the RUG and teaching the course Language and Society I French in the Linguistics team of ETC

## **Overview of other professional activities (GOMARUS COLLEGE)**

2014-2018	Curriculum redesign for French as a foreign language in high school (bovenbouw). Completed in 2018 with the creation of AIMe, a follow-up method of AIM.
2011-2014	Training for and implementation of AIM in immersion classes.
2008-2011	In search for a method for effective L2 teaching especially for oral skills. In 2011 I found a promising methodology: the Accelerative Integrated Methodology (AIM), <a href="http://www.aimlanguagelearning.com">www.aimlanguagelearning.com</a>

1988-2010	Chair of team French at Gomarus College
1983-heden	Teacher of French first degree (MAVO, VMBO-GT, HV-onderbouw, HV-bovenbouw, TTO)
1983-2005	Teacher of English second degree (MAVO, HV-onderbouw, VMBO-Kader beroepsgericht, VMBO-GT)

### **Valorisation project, research dissemination.**

2018	Valorisation of my research, by designing a website called Project Frans ( <a href="http://www.projectfrans.nl">www.projectfrans.nl</a> ), together with Audrey Rousse-Malpat. Our mission is to assist teachers in teaching more effectively.
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### **In press:**

- “www.projectFrans.nl”, article in a professional magazine, Levende Talen Magazine, 2017
- “Frans leren door te spreken en gebaren” - Newspaper article by Gea Meulema - Dagblad van het Noorden, 6 maart 2018.
- “Leerlingen willen een taal kunnen gebruiken” Interview by Gea Meulema voor het Dagblad van het Noorden, 8 maart 2018.
- “Frans passé als vak? Niet in Groningen. (Methode met gebarentaal brengt weer jeu in de les). Interview by Jacqueline Bot for the magazine Schooljournaal (CNV)

### **Websites:**

- [www.projectfrans.nl](http://www.projectfrans.nl)
- <https://dudoc-alfa.vakdidactiekgw.nl/dudoc-alfa/>
- <https://vakdidactiekgw.nl/author/willemgombert/>
- <https://www.rug.nl/staff/w.gombert/research>

## Samples of comments from the Student Evaluations 2022

### Please highlight some POSITIVE ASPECTS OF THE COURSE UNIT

Comments
I enjoyed how interactive it was. Therefore, it was easy to actually try and use the knowledge learned
I just loved the course – not only because it motivated me to study a new language but also because it gave me the confidence to talk in Dutch in public. That is an amazing feeling! Thank you!!
The in-class activities were very useful in the process of learning, both for memorizing and practicing pronunciation. Learning in this way made it more motivating to go to class and try to get better.
Wim is a wonderful lecturer who is extremely engaged, enthusiastic and motivating. I enjoyed every minute of this course, it is greatly organized for me to learn the Dutch language as smoothly as possible. The seminars are encouraging regarding oral participation and help me to develop a positive relationship to the language. I think that I would not enjoy this course as much as I do and I would not be as proficient in Dutch as I am already without Wim's great support and kind spirit. I could not name one negative experience and am extremely excited to continue this course – preferably with this teacher until year 3!! Everyone I tell about this course also states that it sounds positive and like a great learning environment. Thank you
During classes we were able to practice the language without being afraid of making mistakes. Overall, the environment was comfortable, ideal for developing skills in an active manner.
Wim was honestly the highlight of the course. I've taken languages as classes since I was 5 years old, and never have I had a teacher who helped me learn and engage with the target language as much as Wim. I felt genuinely excited and determined to learn as much Dutch as I could, and that was all because of Wim. All the activities were incredibly designed for our best interests, and I entered and left every class feeling more and more confident and, most importantly, happy.
–interaction with other classmates –portfolio well-organized –variety of assignments
– Mr Gombert created a comfortable environment that helped to build connection with fellow student making the learning process better – games and activities made the course to learn language on an easier way

### Please highlight ANY IMPROVEMENTS THAT you would suggest for this course unit.

Comments
Getting a bit more background on how the written part of the language
The only little thing was the amount of vocabulary sometimes – for me it was not that bad but if I feel like if you don't know most of the words it is indeed a lot..
I feel like individual feedback would have been very useful as advancing without being able to know whether the work is mostly correct was confusing.
The only improvement I would suggest would be giving more chocolate prizes. Bingo was rigged and you can't tell me otherwise <3
I would love to focus more on grammar
– I missed the discussion of book materials especially the grammar part. We have not talked about Dutch grammar during this 7-week term which was in the book.

## COMMENTS

Please highlight some **POSITIVE ASPECTS OF THE COURSE UNIT**

Comments
The course was incredibly engaging and made it fun to learn the target language. The activities in classes trained areas of the language that I had not considered before and gave me more skills for independent language studies. By this I mean the speed, creative and improvisational activities.
I liked the fluency exercises, the movie interviews and the activities related to the Canon
He is a passionate, understanding teacher that really gives a comfortable and safe learning environment. I have issues with confidence and fear of speaking in class, but he is the only teacher that makes me feel it is okay to contribute silly mistakes as long as you try.
Lots of interaction between students A respectful learning environment Creative assignments and a fair amount of work material Diverse mix of different tasks

Please highlight **ANY IMPROVEMENTS THAT** you would suggest for this course unit.

Comments
I find the act of sitting tests very tedious when they do not contribute to a final grade. I think it would be nice if every test constituted a small portion of the final grade. I.E. tests=10% so in total 30%
I would have liked to talk more about certain grammatical aspects, especially those present in the three tests and in the weekly exercises. Although they were not a central part in the tests, it still could have been useful to cover the grammar part of the week during class, as not all topics were always 100% clear.
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