

How can the CEFR Companion Volume facilitate curriculum design for action-oriented, plurilingual and intercultural language education?

Comment le CECRV peut-il faciliter la conception de curriculums pour une éducation aux langues orientée vers l'action, plurilingue et interculturelle ?

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## Curriculum design: at what level?

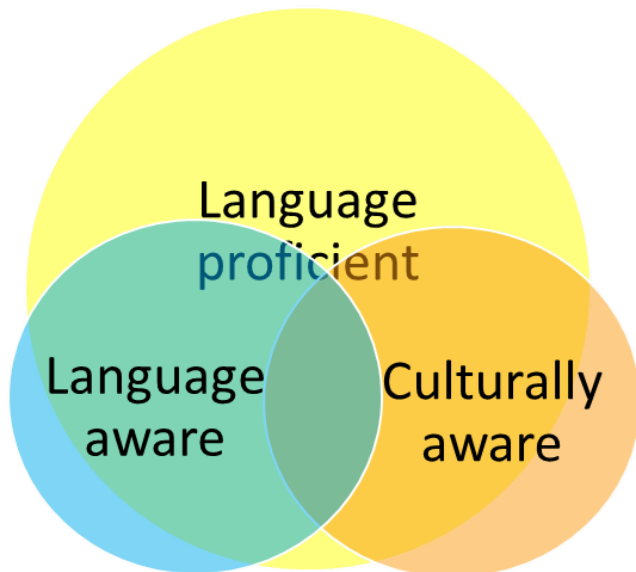
Level	Examples of activities	Examples of actors	Examples of documents
National/ Regional	<ul style="list-style-type: none"> <li>• Encourage national dialogue on needs and ambitions of education</li> <li>• Define national attainment targets</li> <li>• Measure students' performance</li> </ul>	Ministry of Education National curriculum/ assessment institute Teachers, teacher trainers, scholars, unions, parents & guardians, students	National core objectives National attainment targets Examination programmes Frameworks of reference
School	<ul style="list-style-type: none"> <li>• Develop rationale, make choices</li> <li>• Design learning paths</li> <li>• Monitor students' achievements</li> </ul>	Teachers, school curriculum experts, principals, parents & guardians, students	Syllabi School plans Annual reports
Classroom	<ul style="list-style-type: none"> <li>• Tailor curriculum for the group</li> <li>• Develop learning programme</li> </ul>	Teachers, students	Teaching materials, lesson plans
Learner	<ul style="list-style-type: none"> <li>• Establish individual learning pathways</li> </ul>	Students, teachers, parents & guardians	Individual profile and lesson plan

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School	<ul style="list-style-type: none"> <li>Develop <b>rationale</b>, make <b>choices</b></li> <li>Design <b>learning paths</b></li> <li><b>Monitor</b> students' achievements</li> </ul>	Teachers, school curriculum experts, principals, parents & guardians, students	Syllabi School plans Annual reports
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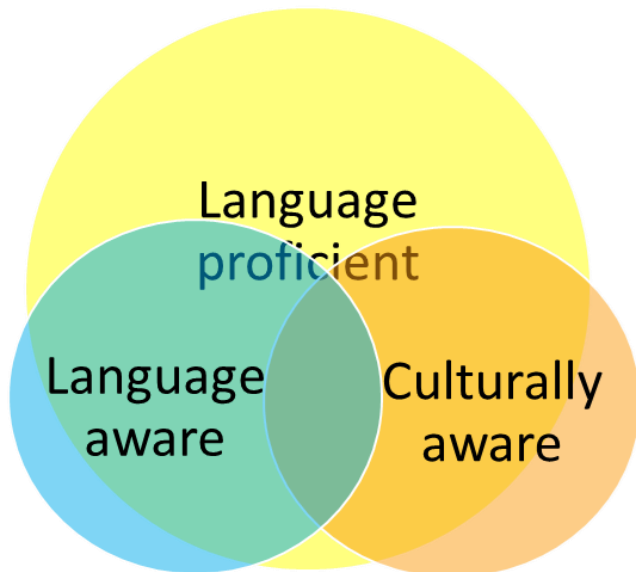


“Language education promotes the development into **language-savvy, culture-aware and language-aware** citizens who are self-reliant, reflective, creative and confident **participants** in (digital) communication in multilingual and pluricultural contexts. Language skills, cultural awareness and language awareness, coherent and mutually functional, form the core of all language subjects.”

*(concept proposal for new language curricula in Dutch secondary education, 2022)*

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“L'éducation aux langues favorise le développement de citoyens compétents sur le plan **linguistique, sensibilisé à les cultures et aux langues**, qui **participent** d'une façon autonome, réfléchi, créative et confiante à la communication (digitale) dans des contextes plurilingues et pluriculturels. Les compétences linguistiques, la conscience culturelle et la sensibilisation linguistique, cohérentes et mutuellement fonctionnelles, constituent le cœur de toutes les matières linguistiques..”

*(Nouveaux programmes de langues dans l'enseignement secondaire néerlandais, concept*

“Seeing learners as social agents implies [...] recognizing the **social nature** of language learning and language use, namely the **interaction** between the social and the individual in the process of learning. [...] Above all, the action-oriented approach implies **purposeful, collaborative tasks** in the classroom, the primary focus of which is not the language.”

(Council of Europe, 2020: 30)

## Communicative modes: perspectives to look at the language user

Reception

Interaction

Mediation

Production

Listener / Speaker

Participant

Social agent

Success factors:

Complexity,  
accuracy, fluency

+ 'Social' use of language

+ Co-construction of meaning  
= make meaning together

Activate plurilingual /pluricultural competence

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### **Conditional: Critical engagement with the rationale**

*Vision on language learning and teaching: learner as social agent, as autonomous and responsible language user. Languages are not only an instrument to obtain and exchange information, but also to interpret the world and to build both individual and collective knowledge through interaction and dialogue.*

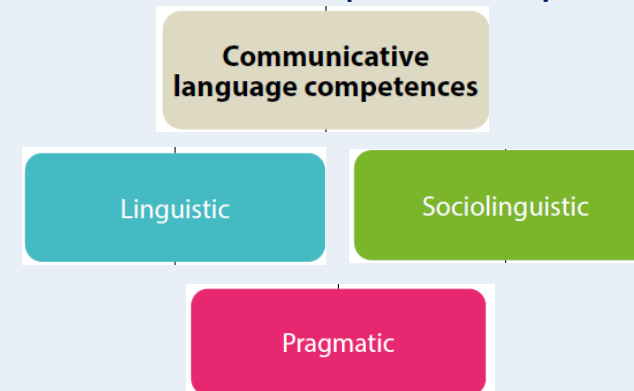
#### **Establish goals**

Use the CEFR scales to define intended outcomes:

- **WHAT** should learners be able to do?



- **HOW WELL?** At what proficiency level?



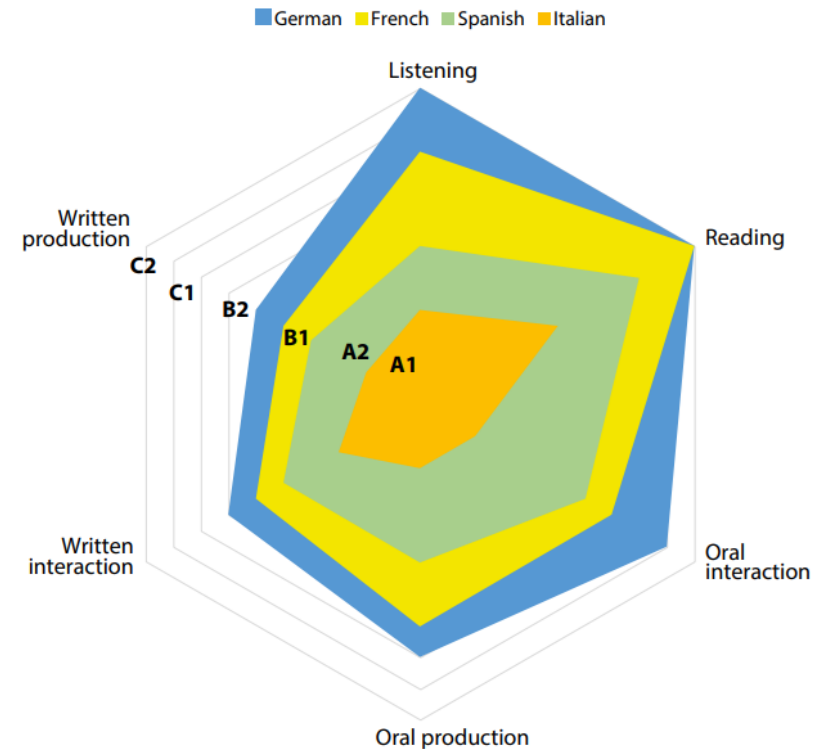
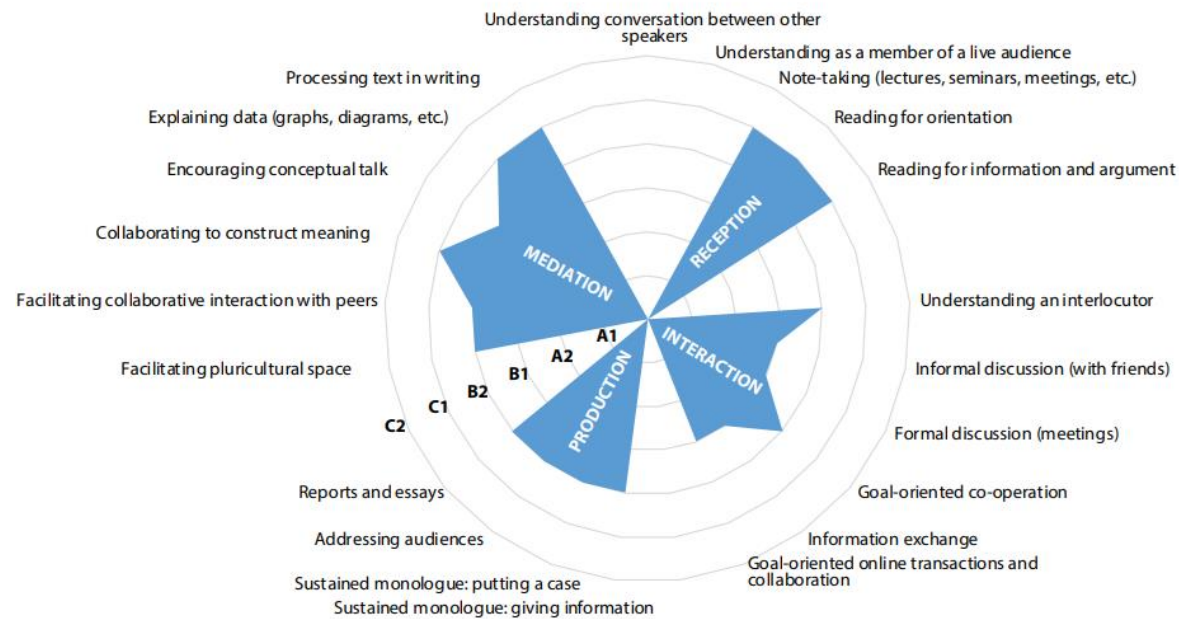
#### **Design language tasks**

Select appropriate CEFR scales to figure out situations, actions, communicative goals to be achieved

#### **Define assessment criteria**

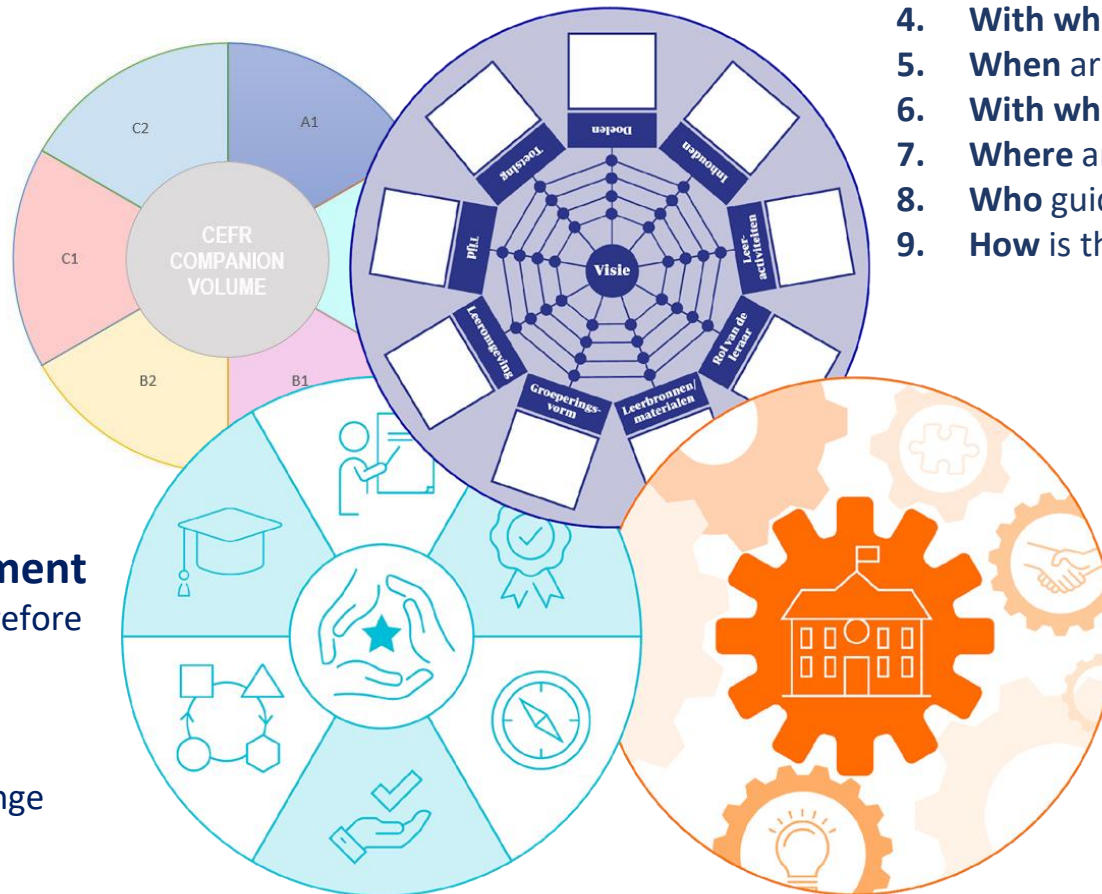
Select and work out appropriate CEFR scales to define criteria allowing to draw conclusions on learning outcomes

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(Council of Europe, 2020, pp. 39-40)

# Integrated school curriculum design using the CEFR CV



## Relevance and consistency

1. **Why** are they learning?
2. **What** are they learning?
3. **How** are they learning?
4. **With what** are they learning?
5. **When** are they learning?
6. **With whom** are they learning?
7. **Where** are they learning?
8. **Who** guides them?
9. **How** is their learning assessed?

*learning goals*  
*learning contents*  
*learning activities*  
*resources & materials*  
*time*  
*grouping*  
*learning environment*  
*teacher role*  
*assessment forms*

## Professional development

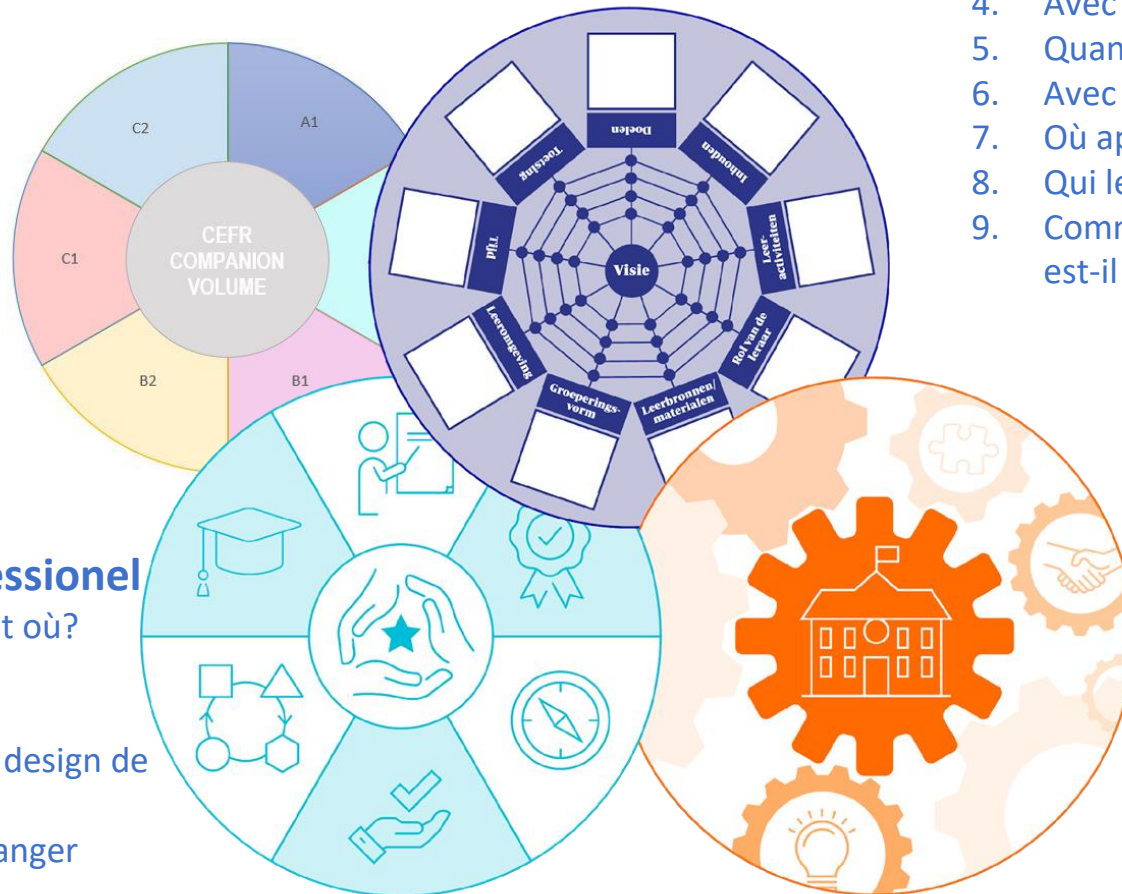
A clear vision: why and wherefore  
 New subject content  
 Pedagogy, methodology  
 Curriculum design skills  
 Readiness and ability to change

## Organisational development

Among others, school infrastructure:

- Lesson schedule
- Organisation of teacher tasks and roles
- Budget
- Teachers' sections
- School policy and priorities
- ...

# Le design integral d'un curriculum scolaire en utilisant le CECRVC



## Pertinence et cohérence

1. Pourquoi apprennent-ils?
2. Qu'apprennent-ils?
3. Comment apprennent-ils?
4. Avec quoi apprennent-ils?
5. Quand apprennent-ils?
6. Avec qui apprennent-ils?
7. Où apprennent-ils?
8. Qui les guide?
9. Comment leur apprentissage est-il évalué ?

*objectifs d'apprentissage  
 contenus d'apprentissage  
 activités d'apprentissage  
 ressources et matériaux  
 temps  
 groupement  
 environnement d'apprentissage  
 rôle de l'enseignant  
 formes d'évaluation*

## Développement professionnel

Une vision claire: pourquoi et où?  
 Nouveaux contenus  
 Pédagogie, méthodologie  
 Compétences en matière de design de curriculums  
 Préparation et capacité à changer

## Développement organisationnel

Entre autres, l'infrastructure scolaire:

- Programme des cours
- Organisation des tâches et rôles des enseignants
- Le budget
- Sections d'enseignants
- Politique et priorités de l'école
- ...

## Key questions

- To what extent do you see the added value of the CEFRCV for the various aspects of integrated school curriculum design, and why? Under what conditions?
- What are essential steps to be taken in your own context for successful and sustainable implementation of meaningful and inclusive language education?

It can be helpful to keep the model for integrated school curriculum design in mind during the discussion!

## Questions clés

- Dans quelle mesure voyez-vous la valeur ajoutée du CECR pour les différents aspects du design intégral d'un curriculum scolaire, et pourquoi ? Dans quelles conditions ?
- Quelles sont des mesures importantes à prendre dans votre propre contexte pour une mise en œuvre réussie et durable d'un enseignement des langues inclusif et approprié pour les besoins de la société actuelle ?

Il peut être utile de garder à l'esprit le modèle de design intégrale du curriculum au cours de la discussion !