

How do action-orientation, mediation and plurilingualism, interrelate and align with recent developments in language education?

Comment l'orientation vers l'action, la médiation et le plurilinguisme s'articulent-ils et s'alignent-ils sur les développements récents dans le domaine de l'éducation aux langues ?

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Enrica Piccardo

OISE-University of Toronto

enrica.piccardo@utoronto.ca

The CEFRCV: Le CECRVC :

- Would not be possible without the research done over the last 20 years

Ne pourrait pas exister sans la recherche menée au cours de ces dernières 20 années

- Complexifications at various levels

Complexification aux différents niveaux

Complexification of research and practice in language education

- **New vision of language**
 - Languaging/plurilinguaging/translanguaging
 - Assemblages of linguistic and semiotic resources
 - **New vision of the class**
 - The class as a complex adaptive system (CAS)
 - Concepts of emergence and affordances
 - **Expanded constructs**
 - Agency and mediation
 - Pluri- (plurilingual/pluricultural)
 - Phonological competence
 - **More interdisciplinary research**
 - Crossing disciplinary barriers (languages/cultures-arts-writing-STEM)
 - Crossing barriers in research approaches
 - Crossing borders (geographical, but also in terms of body/mind/cognition/emotions)
 - **Assessment + pedagogy**
 - Scenario-based assessment and learning-oriented assessment
- ***Nouvelles vision de la langue***
 - *Languaging/plurilinguaging/translanguaging*
 - *Assemblages de ressources langagières et sémiotiques*
 - ***Nouvelles vision de la classe***
 - *La classe est un système complexe adaptatif (en anglais CAS)*
 - *Concepts d'émergence et d'affordances*
 - ***Construits élargis***
 - *Agentivité/Agency et médiation*
 - *Pluri- (plurilingue/pluriculturel)*
 - *Compétence phonologique*
 - ***Davantage de recherche interdisciplinaire***
 - *Franchir les barrières disciplinaires (langues/cultures-arts-écriture-STEM)*
 - *Franchir les barrières des approches de recherche*
 - *Franchir les frontières (géographiques, mais aussi en termes de corps/esprit/cognition/émotions)*
 - ***Évaluation + pédagogie***
 - *Évaluation basée sur des scénarios et évaluation axée sur l'apprentissage*

Holistic view of the **mind, body, and environment** (which includes culture) as embedded **complex dynamic systems**.

Learning thus needs to be rooted in **situated dynamic learning situations**

(Masciotra, Roth, & Morel, 2007).

Learning occurs through '**perception in action**' (van Lier, 2004: 97): user/ learner seen as a **social agent** who gives their attention to **affordances** in the environment, in order to carry out a task and/ or achieve a goal.

Learning builds on the capacity to **perceive affordances** (Käufer & Chemero, 2015) as **invitations to action**.

To perceive affordances learners **need to develop agency**

'Cognitive agents experience the world perceptually through **the mediation of action**' (Ramstead, Veissière, & Kirmayer, 2016: 4).

Main research thread:

- Different theoretical lenses to support research in language education
 - Complexity theory (Larsen-Freeman)
 - Sociocultural theory (Lantolf & Poehner)
 - Enactivism (beyond dualism cognition-emotion) (Masciotra; Varela & Thompson)
 - Phenomenology (Käufer & Chemero)
- Language as a process and/or as a complex adaptive system
- Agency and mediation in different fields (linguistics/language education, cultural studies, sociology, psychology)
- Advances in language teaching methodologies (with impact on practices)
 - Theorization of the Action-oriented Approach (Piccardo & North)
 - Advancements in the definition of tasks (van den Branden)
- Advancements in the vision of assessment (Purpura's scenario-based assessment, Saville's learning-oriented assessment)

Blocks identified in the field of language education:

- Arbitrary labels and monolingual bias, mindset, practices
 - adopting a deficiency perspective
 - making people (and their languages/cultures) invisible
- Language seen as an object
- Separation (of languages, cultures, forms of knowledge not only in societies but also within individuals themselves)
- Lack of space for other languages even in multilingual contexts: pervasive English presence
- Assessment (still very monolingual) and its gatekeeping power (the native-speaker norm)

Dismantling blocks and crossing barriers:

- Pragmatic/interactional competence

- Divergent thinking

- Linguistic

- Imp

- Naviga

- Lin

- Ph

- Translingual strategies

- Metalinguistic awareness

- Projects: inquiry-based, creative, plurilingual, interdisciplinary

- Positioning multilingualism as the norm

**New tools and frameworks
(new CEFR 2020 descriptors to raise teachers' awareness
of mediated/complex nature of language
learning/teaching and spark their plurilingual agency)**

The CEFRCV:

- Builds on these new threads in research
- Reconceptualizes language as a process > *languaging* (with agency and mediation at the core)
- Expands the pluri- construct (going beyond the simplistic dualism person=pluri/society=multi)
- Makes space for ALL languages
- Emphasizes unequal dynamic profiles/partial competences
- Sustains innovation in pedagogy through a focus on social agency and action > Action-oriented Approach

Key questions

Questions clés

- What are essential steps to be taken to bring across these messages in the field of language education (teachers, teacher educators, multipliers?)
Quelles sont des étapes fondamentales à suivre pour faire passer ces messages dans le domaines de l'éducation aux langues (enseignants, formateurs, multiplicateurs?)
- How can the CEFRCV best support a shift in the mindset of stakeholders?
Comment le CECRVC peut-il mieux favoriser un changement de mentalité des acteurs concernés?

Take a screenshot and save these questions

Rapporteur: please send me your notes by email enrica.piccardo@utoronto.ca at the end of the discussion in the breakout rooms