



actualisatie
examenprogramma's

New examination programmes for English coming soon: ambitions and challenges

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Who are today's students?

digital natives

online engagement

use of technology

globalisation

increasing language and
cultural diversity

individualisation

living in a changing world

creativity

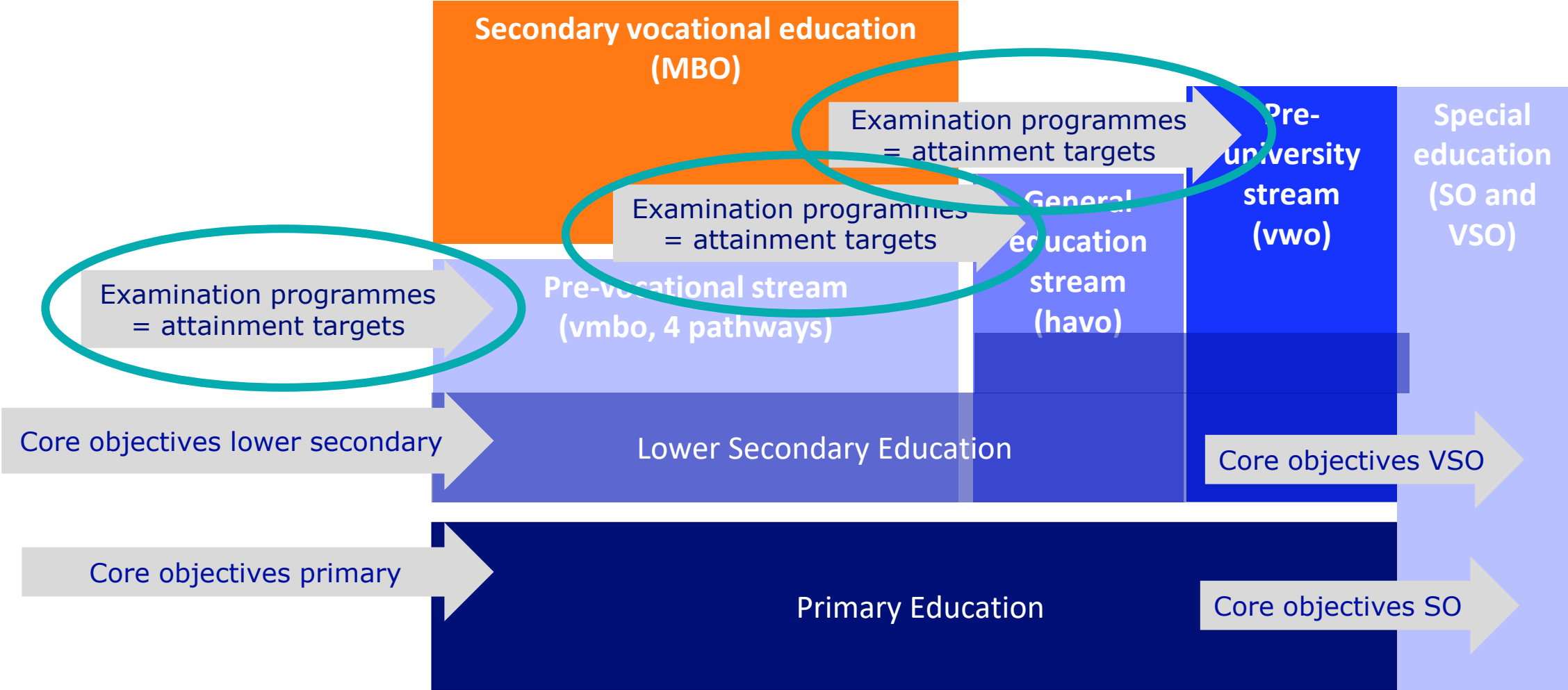
critical thinking

problem solving

collaborative work



Dutch Education System



Examination programmes upper secondary

What are examination programmes?

- / Curriculum documents laid down by law and other regulations
- / Defined at the level of the end of upper secondary education
- / Mastery attainment targets arranged per subject, in (sub)domains
- / Assignment of content to central and/or school exam

What are they NOT?

- / NO pedagogy, methodology or prescribed teaching time
- / NO learning targets per school year
- / NO specifications for the content of the central exam (syllabi provide those)

For example: two domains havo/vwo

Domein A: Leesvaardigheid

1. De kandidaat kan:

- aangeven welke informatie relevant is, gegeven een vaststaande behoefte;
- de hoofdgedachte van een tekst(gedeelte) aangeven;
- de betekenis van belangrijke elementen van een tekst aangeven;
- relaties tussen delen van een tekst aangeven;
- conclusies trekken met betrekking tot intenties, opvattingen en gevoelens van de auteur.

Domein B: Kijk- en luistervaardigheid

2. De kandidaat kan:

- aangeven welke informatie relevant is, gegeven een vaststaande behoefte;
- de hoofdgedachte van een tekst aangeven;
- de betekenis van belangrijke elementen van een tekst aangeven;
- conclusies trekken met betrekking tot intenties, opvattingen en gevoelens van de spreker(s);
- anticiperen op het meest waarschijnlijke vervolg van een gesprek;
- aantekeningen maken als strategie om een tekst aan te pakken.

What do we see?

- ✓ Last update: 2007!!
- ✓ One size fits all: same programme for all modern languages
- ✓ No, or very little difference between the streams
- ✓ Continuous learning paths not aligned
- ✓ Objectives in examination programmes are too global:
 - ✓ No indication of proficiency levels
 - ✓ Lack of clarity for teachers on what 'must' and 'may' be done
 - ✓ Syllabi, publishers and (commercial) organisations fill in the curriculum
- ✓ No equal and complementary position of school and central examinations

The task of the educational innovation team

WHO

- ✓ On behalf of: Ministry of Education
- ✓ Contractor: SLO
- ✓ Foreign language innovation team: 27 members
 - ✓ 24 teachers and teacher educators, 2 SLO curriculum experts, 1 process director
- ✓ Advisory board

WHAT

- ✓ New draft examination programmes
- ✓ Distribution of (sub)domains between central and school exams
- ✓ Programmes for all secondary education streams are developed simultaneously
- ✓ All 9 modern languages simultaneously
- ✓ Consistent design and approach for all subjects

✓ New examination programmes for English

Who are the team members?

- Teachers and teacher educators
- Arabic, Chinese, English, French, German, Italian, Russian, Spanish, Turkish
 - for English:
 - 3 teachers (pre-vocational, upper general, pre-university)
 - 2 teacher educators
- SLO: head of content

Advised by:

- Advisory board: science, teacher educator network, advocacy groups
- Educational publishers
- Dutch Board of Tests and Examinations: CvTE
- Dutch Educational Assessment Organization: Cito

Timeline

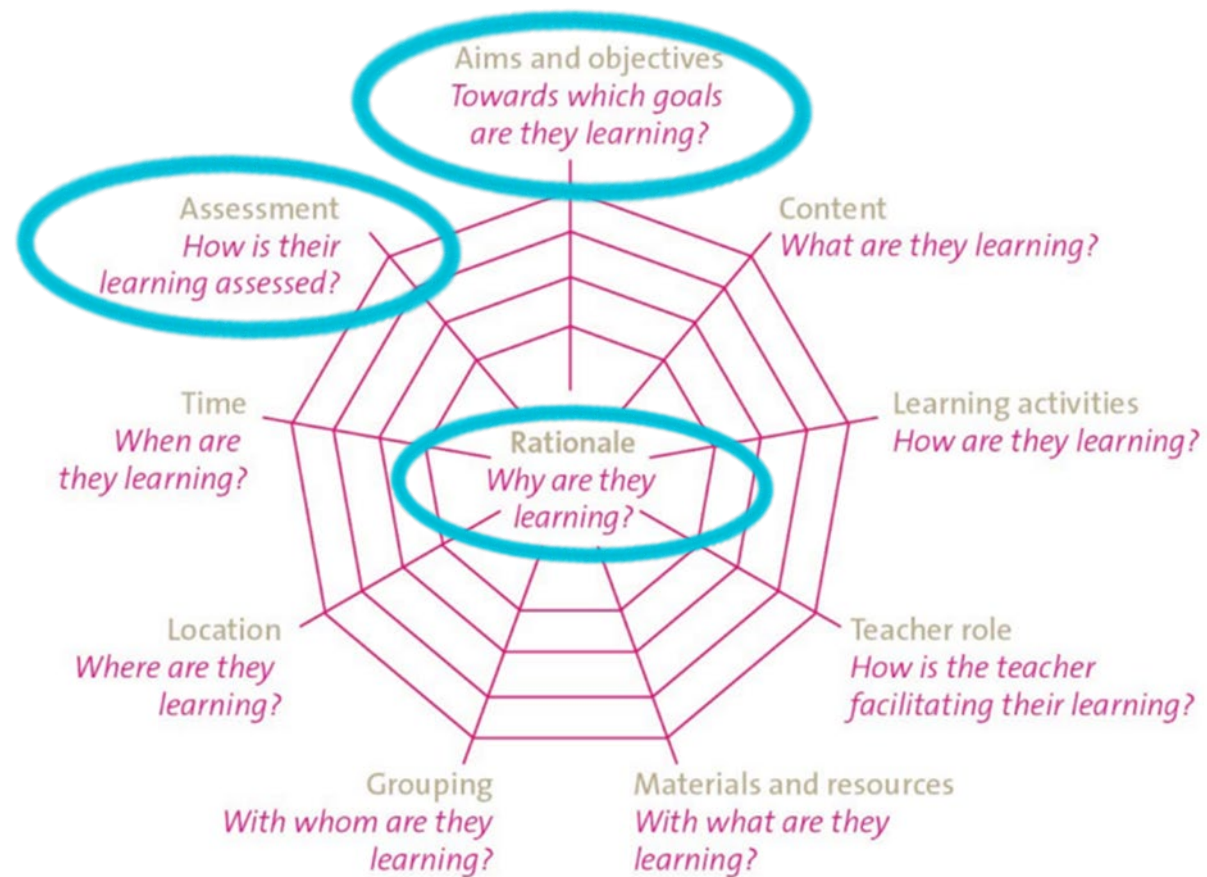
- ✓ July 2024 Delivery draft examination programmes
- ✓ September 2024 Delivery explanatory document
- ✓ 2025-2026 Testing of the quality of the examination programmes, fine-tuning, programmes become definitive
- ✓ Partly in parallel, partly afterwards:
 - ✓ Lay down in law
 - ✓ Development of materials (educational publishers)
 - ✓ Syllabus for central examination
 - ✓ Test design and development
 - ✓ Implementation

What will be different, and why?

- ✓ **Vmbo / havo / vwo** developed together = **alignment**
- ✓ **Same design** for all languages in all streams;
- ✓ **Alignment with core objectives** for lower secondary education and with relevant subjects in upper secondary education (e.g. Dutch);
- ✓ **Each language** will have its own examination programme for each stream;
- ✓ Learning outcomes are formulated **more concretely**;
- ✓ Learning outcomes are aligned with attainable and relevant **CEFR levels**: the CEFR (2020) is given official status;
- ✓ **New domains**: language awareness and cultural awareness;
- ✓ Aspects of **digital literacy**;
- ✓ Aspects or **(world) citizenship**.

Curriculum Alignment

- Lesson plan?
- The text book?
- Learning paths?
- PTA



Curriculum Alignment



Language education enhances the development of **language proficiency, cultural awareness, and language awareness** in students, who become 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.

/ Language awareness

- explicit knowledge about language structures,
- awareness of the functioning of language as a phenomenon in our multilingual society,
- understanding of how languages are learned

/ Cultural awareness

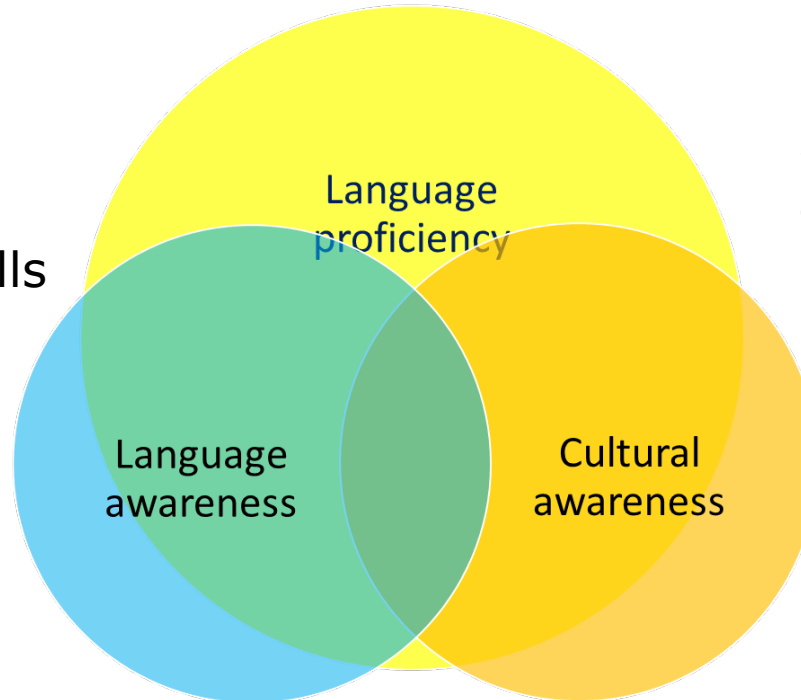
- conscious attention to the behavior, expectations, perspectives, and values of (members of) cultures and societies,
- recognizing that culture and experiencing culture are interconnected with language

Rationale: communication as a puzzle!

We usually integrate language skills in daily life, along with other skills necessary to achieve communication

Being aware of how languages work helps us communicate and interact more efficiently

Being aware of how languages work helps us in our language learning process



In order to achieve goals through language, you need more than the four language skills

A linguistic expression is also a cultural expression

It is our whole language repertoire we use to learn languages, and to communicate

Role of English in daily life, in society, in education

- // Exposure outside school
- // English language in media (from social media to scientific literature): need for English media literacy;
- // The first additional language in virtually every non-English-speaking country;
- // Influence of English on Dutch

On the other hand:

- // Increasing linguistic and cultural diversity;
- // Less and less status given to languages in curricula.
 - // The problem is not English, but English only
 - // Restrictive vision of English as qualification tool in order to get a better job. But: what about English for socialization and personal development?

Curriculum Alignment



Aims and objectives: CEFR pass-proficiency levels for English (draft)

	Basic vocational <i>Vmbo bb</i>	Middle-management vocational <i>Vmbo kb</i>	Combined/theoretical programme <i>Vmbo g/t</i>	Senior general <i>Havo</i>	Pre-university <i>Vwo</i>
Oral reception	A2	B1	B1+	B2	C1
Written reception	A2	A2	B1	B2	C1
Oral production	A1(now A2) ¹	A2	B1(now A2) ¹	B2(now B1+) ¹	C1(now B2) ¹
Oral interaction	A1(now A2) ¹	A2	B1(now A2) ¹	B2(now B1+) ¹	B2+(now B2) ¹
Written communication	A2(now A1) ²	A2	B1	B1	B2

¹ SLO-Cambridge Assessment study, 2017

² SLO study, 2023

Sources

Fasoglio, D., Beeker, A., Jong, K. de, Keuning, J., & Til, A. van (2014). ERK-niveau schrijfvaardigheid Engels, Duits en Frans. onderzoek naar het bereikte niveau aan het eind van havo en vwo. Enschede: SLO.

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Aims and objectives: Moving towards new examination programmes (DRAFT!)

Current programmes	New programmes: Domain A - Communication	What is new?
Domain A: Reading comprehension Domain B: Listening comprehension	<i>Experience language in texts</i>	Extensive reading / listening to diverse sources. Use language creatively.
	<i>Reception</i>	Understand and use oral, audiovisual and written texts. interpret cultural cues, attitudes and points of view Evaluate (for relevance, usability and reliability) and process multiple information in multimedia sources.
Domain C: Oral production and interaction Domain D: Written production	<i>Production</i>	Tailor speaking and writing to purpose, audience, and context. Convey information adequately and effectively.
	<i>Interaction</i>	Interact orally, communicate in writing – including online. Tailor to purpose, interlocutor and context. Being aware of possibilities and limits of digital tools. Use digital technology critically and effectively, to communicate and to learn.

Aims and objectives: Moving towards new examination programmes (DRAFT!)

Domain B *Language Awareness*

Language as phenomenon

- Insight into similarities and differences between the target language and other languages.
- Insight into language variation in the target language.
- Insight into the effect of language use on communication in the target language.

Language and the individual

- Insight into language learning processes, including one's own.
- Insight into one's own plurilingual repertoire and that of others.
- English in orientation on future studies and professions.

Aims and objectives: Moving towards new examination programmes (DRAFT!)

Current programmes	Domain C <i>Cultural Awareness</i>	
Domain E (havo/vwo): Literature	<i>Culture in fiction</i>	Extensive reading/watching of various forms of fiction including literature . Appreciate fiction and literature. Interpretation of literary works of different genres and writers (only general secondary and pre-university).
	<i>Culture in society</i>	Understanding of culture-related aspects in sources . Understanding of cultural diversity .

A selection of what we have developed so far...

First of all: read, listen, watch!

Read, listen to, and watch a rich range of linguistic resources in English at an appropriate and challenging language level, in order to develop language skills and cultural knowledge (DRAFT).

Ready for further education

- / Reports, essays, narratives
- / Use of digital tools where appropriate
- / Use appropriate sources to write a text, or give a presentation
- / Adapt language variety and use to conventions and cultural perspectives
- / Use language creatively

In the attainment targets (draft):

- *tailor to purpose, context, audience, and medium;*
- *demonstrate understanding of the possibilities and limitations of digital tools in communication;*
- *use digital tools in target language communication critically;*
- *demonstrate understanding of culture-related aspects in sources.*

Media literacy

- ✓ Spot bias in English-language sources
 - ✓ Endless sources, fake or inaccurate news
 - ✓ Think critically about what you read, watch, or listen to

In the attainment targets (draft):

- *evaluate reliability, relevance and usefulness of information in multimedia sources in English;*
- *process the information purposefully.*

Language and cultural diversity

- ✓ Fiction and literature: a neutral 'third space' for reflection on other cultural contexts and on yourself and 'otherness', and to enhance cultural awareness.

In the attainment targets (draft):

- *discuss content, and social and psychological themes and characteristics of characters;*
- *interpret themes and characters in their sociocultural context, and what role it plays in their choices and behaviour;*
- *explain perspectives, situations and the world views of authors and characters.*

Curriculum Alignment



Assessment: some of the challenges

✓ Point on the horizon?

- ✓ combine language skills in realistic scenarios;
- ✓ integrate language skills and aspects of reflection on language and of cultural awareness;
- ✓ link to CEFR proficiency levels;
- ✓ critically value and process information.

Quality of assessment

acceptability

feasibility

Assessment: some of the challenges

/ Conditions:

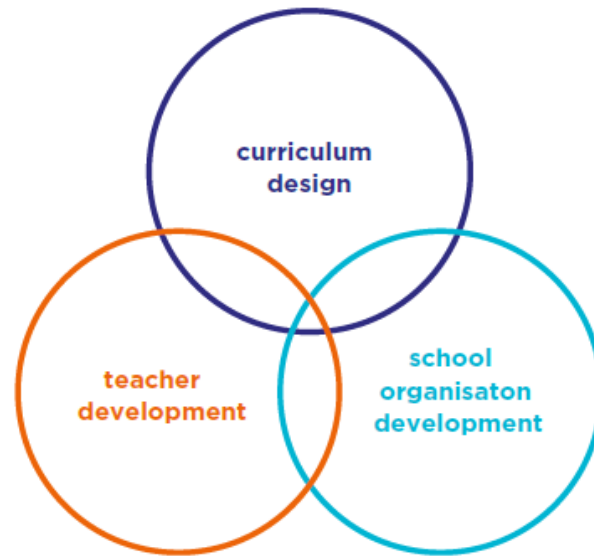
/ Facilitate teachers in

- Valid and reliable methodologies for scoring of production and interaction activities;
- Professional development;
- Time!

To conclude: sky-high ambitions ... or curriculum chaos?



School-based curriculum development



reason, such as:

- subject innovation, core/choice
- continuous learning lines
- coherence in educational offer
- customise, tailor to needs
- formative/summative assessment

change:

- ambitions, profiling, vision
- curriculum at school, class and pupil level

competences:

- subject content
- pedagogy
- curriculum
- design and research
- collaboration
- change management

but also:

- commitment
- willingness to change
- ownership

school culture:

- cooperation
- shared curricular leadership
- respect and trust
- energy and space

school infrastructures:

time, budget
communication
consultation
the school as a teaching,
learning and design environment

Stay tuned!

Join the online presentation of the concept examination programmes
Wednesday 3 april, 4 p.m. and 7 p.m.

<https://levendetalen.nl/2024/03/11/online-presentatie-conceptexamenprogrammas-mvt-woensdag-3-april/>

For questions and feedback: contact Levende Talen
engels@levendetalen.nl

For information (also on the testing phase):

<https://www.actualisatie-examenprogrammas.nl/moderne-vreemde-talen>