



Curriculum for Immersion Classes in Dutch or German in the Wallonia-Brussels Federation, Belgium

Curriculum scenario for CLIL in the language classroom and in other subjects

Why is this scenario interesting?

- The scenario describes vertical transitions from kindergarten (ISCED0) to primary (ISCED1) in immersion education in Wallonia-Brussels Federation (Belgium)
- The scenario describes horizontal transitions based on pluralistic approaches to languages ([integrated didactic approach, awakening to languages](#))

Short description:

CLIL is only implemented in immersion classes in Wallonia-Brussels Federation, that is to say more 5 to 6% of the schools of Wallonia-Brussels Federation. This implementation is recommended, but not mandatory, i.e. no curriculum is planned. Immersion learning is on the [portal of education in the Wallonia-Brussels Federation](#) defined as «pedagogical procedure to ensure mastery of the expected skills by providing part of the courses and pedagogical activities of the schedule in a language other than French, for the progressive acquisition of this other language».

The purpose of immersion is twofold :

1. the mastery of the skills defined in the competency bases (current primary repository) or initial competency repository (current maternal repository) for the different subjects
2. mastery of skills related to oral communication and to a lesser extent written in the language of immersion defined in competence bases for modern languages

Start of immersion :

Either in 3rd kindergarten, or in 1st year (primary schools) or in 3rd primary year

Choice of language:

Dutch or English or German (free choice in some municipalities and imposed in others, depending on language law)

Disposal rate:

In kindergarten: 50 to 75% in foreign language

In primary: 50% in foreign language throughout the course or 75% in the first 3 years, 50% in the next 2 years and 25% in the last 2 years)

Recommended Methodology:

CLIL and [integrated didactics](#) is recommended (mainly by the inspectorate and the pedagogical advisers)

- To divide the subjects between the 2 languages by making “bridges” (links) in order to promote transfers at the vocabulary and skill levels
- To establish a progression at the level of the language based on the repository of modern languages. The descriptive levels of the CEFR are given as an indication and just recommended (reach at least A2 or B1 at the end of 6th primary while favoring the oral component)
- To ensure the quality of mother tongue acquisition, the level of which must be at least equal to the level of non-immersive students
- To ensure that all expectations specific to each discipline are met (normal curriculum)

How does the scenario support transitions?

- The scenario describes vertical transitions from kindergarten (ISCED0) to primary (ISCED1).

- The scenario describes horizontal transitions, especially in kindergarten, based on pluralistic approaches to languages ([integrated didactics](#), [éveil aux langues](#)).

	Aims of language learning	Aims of content learning	Approaches/methods
Pre-primary (ISCED0)	<p>Take advantage of the student’s cognitive development skills and the quality of his perception of new phonemes</p> <ul style="list-style-type: none"> - Install target language basics - Oral priority (rhythm, melody, pronunciation, articulation, intonation, etc.) - Some of the courses and activities provided in immersion language - Link with Language Awakening since 2021 (50 min per week from M1 to P2): introduction of 	<ul style="list-style-type: none"> - No specific curriculum for immersion - Expectations identical to those of the non-immersive sector - Carrying out activities normally developed in M3 aimed at building the learning essential for entry into P1 - Sharing content and skills between 2 languages 	<p>Daily rituals to be preferred in the target language, because close to the students' experience and repetitive (calendar, weather, presence,...)</p> <ul style="list-style-type: none"> - Various activities aimed at the appropriation of lexical knowledge (home, family, animals, parties, etc.) - Songs, rhymes, stories, skits - Using a mascot or puppet - Target language class outings so students are confronted with language use in another context - Try to avoid translation

	<p>Language Awakening that will prepare students for language learning later</p> <p>Objectives of Language Awakening:</p> <ul style="list-style-type: none"> - Introduce students to sounds characteristic of other languages - Introduce language and cultural specificities - Create the foundation for language learning - Openness to the world and tolerance (world languages including migration, regional, dialect, etc.) 		<ul style="list-style-type: none"> - Focus on the language of immersion in the exchanges taking place during immersion courses
<p>Primary (ISCED 1)</p>	<p>Oral and Communication Priority</p> <p>Skill 1: Speaking without interaction</p> <p>Skill 2: Oral expression with interaction</p> <p>Skill 3: Listening comprehension</p> <p>Skill 4: Reading comprehension</p> <p>Skill 5: Written Expression</p> <p>•Recommendation for immersion : CEFR levels expected at the end of P6 from A2 to B1</p>	<p>Objective: to learn subjects by integrating a foreign language to develop oral communication</p> <ul style="list-style-type: none"> - No repository for content organization, each team develops their own immersion program - Same disciplinary and transversal skills as non-immersive teaching - Particularly complex areas are best addressed in mother tongue 	<ul style="list-style-type: none"> - CLIL/EMILE: simultaneous learning of foreign language and disciplinary content. - 4C (content, communication, cognition, culture). This implementation is to be developed, yet many teachers do not yet know what the CLIL is. - The triptych of language: language of learning, language to learn, language learning. This implementation is to be developed, many difficulties arise because the specific vocabulary is not fixed enough. - Learning by doing: building knowledge and skills through experimentation, individual or group manipulation.

			<ul style="list-style-type: none"> - Collaboration between pairs (francophone and immersion), to establish «bridges» between languages and disciplines for example use the same tools, complete information, transfer skills and content. This implementation needs to be developed, collaboration between pairs is not easy (time, skills, organization, etc.) - Digital link: integrating digital learning (vocabulary, research, phonology, etc.) - Socio-cultural link: also address the culture and habits of foreign language practitioners
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Short description how the curriculum scenario establishes links between CLIL and plurilingual education:

The scenario establishes horizontal transitions based on pluralistic approaches to languages ([integrated didactics, language awakening](#))

Suggestions for further development:

The following are problematic (see also comments in the description):

- There is no specific curriculum for immersion education.
- There is no specific initial training organized by the Wallonia-Brussels Federation for immersion teachers and still many teachers do not yet know what the CLIL is. For some years now, only one Haute Ecole in Brussels has been organising additional training for primary school teachers. This specific training must make it possible to issue an additional certificate for teaching in or from Dutch (project subsidised by the Dutch-speaking Community)
- There are no specific textbooks or teaching materials suitable for immersion, each team builds its material distribution, its planning, the “bridges” between languages and its own material

References :

Le portail de l'enseignement en Fédération Wallonie-Bruxelles, L'IMMERSION LINGUISTIQUE DANS LE FONDAMENTAL.

<http://www.enseignement.be/index.php?page=23801>

Le portail de l'enseignement en Fédération Wallonie-Bruxelles , L'EVEIL AUX LANGUES – INTRODUCTION.

<http://www.enseignement.be/index.php?page=24987>

Author :

Maria-Luisa Sanchez, Le Conseil de l'Enseignement des Communes et des Provinces, maria-luisa.sanchez@cecp.be