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Explanation pictures:

Top left: Article 1 of Human Rights Declaration

Top right: Part of the dictionary definition of education

Middle: Two hands on which the globe is printed, thereby referring to this paper's focus on global citizenship.

Bottom right: Portrait of Immanuel Kant, the founding father of cosmopolitanism.

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Abstract

Onderwijs 2032 (2016) is a proposal to restructure Dutch education to prepare pupils for the future, by giving them opportunities to develop skills which are thought to be important in the next few decades. Since one of these skills is citizenship, this paper tries to make citizenship education inherent to English language classes by developing a new English curriculum for the fifth grade of pre-university education. Citizenship education has many traditions, but a critical global approach as suggested by Andreotti (2006) is used in the proposed curriculum. Although the curriculum is not taught, its teachability and feasibility has been assessed in interviews with 2 English teachers. After the interviewees' assessment of the curriculum, lesson plans have been designed to serve as example of the implementation of the curriculum. Finally, it is concluded that the English curriculum can be informed by critical global citizenship, but that more research is needed to ensure a successful implementation.

Introduction

Education is a dynamic field that constantly adapts and re-structures itself to fit social developments. In the Netherlands, in the 1800s, special education¹ was called to life, in 1900 a law of compulsory education for children from 6 to 16 was implemented, and the mammoth-law of 1968 restructured the entire infrastructure of secondary education into the level-divisions that are still used today (Heijnen, 2013, p. 10-11). One of the latest major changes in secondary education happened in 2003, when the former minister of education Koers declared that schools should be allowed to have their own vision on education and teach their classes accordingly (Ministerie van Onderwijs, Cultuur en Wetenschap, 2003, p. 39). From then on, schools were given more space to choose what to teach, how this should be done, and governmental rules were simplified (Ministerie van Onderwijs, Cultuur en Wetenschap, 2003, p. 39). The aim of this change was to give schools autonomy: “The council of education will no longer manage secondary schools, but enables schools to manage secondary education²” (p. 16).

In 2016, once again the discussion of the future of education in the Netherlands sprang to life. Thanks to the involvement of teachers, school directors, managers, parents, students, trainers, scientists, entrepreneurs and representatives of social organizations,

¹ Religious education; in Dutch bijzonder onderwijs

² Translation from Dutch: *OCW regelt niet (meer) het voortgezet onderwijs, maar stelt scholen in staat het voortgezet onderwijs te regelen*

Ons Onderwijs 2032 (2016) (hereafter referred to as *Onderwijs 2032*) was formulated. Its purpose is to make secondary education compatible with the envisioned Dutch society of the future. In this proposal the importance of Dutch, English, mathematics, and digital skills is strongly emphasized. Particularly striking is the addition of *citizenship*. This component is described as follows: “Students will develop democratic literacy and will gain an understanding of the structure and significance of the democratic state, its constitution and its institutions. They will develop social skills and become aware of their social responsibilities” (“*ononderwijs2032*”, 2016, n.p.). Introducing citizenship or some form of *bildung* in education is not a new idea, however: it was proposed by the Council of Education of the Netherlands in a collection of essays in 2011. One of the contributors argues that the structure of the Dutch education seems to be dominated by a functional view: pupils wonder which subjects are required for their future (educational) careers, and which could be useful for their economic and societal functioning (Derkse, 2011, p. 11). Derkse (2011) does acknowledge the importance of this view, but simultaneously argues that functionality itself should be inferior to the intrinsic value of functionality (p. 11). In other words, according to Derkse (2011), education should not only build one’s future, but also aid one’s personality development, or *bildung*.

Following both Derkse (2011) and *Onderwijs 2032* (2016), introducing *bildung* to education could be done through subjects such as geography or history. Disadvantageous, however, is that while these courses are compulsory in primary education, pupils are allowed to drop them in secondary education, independent of educational level. English, however, currently is, and remains, a core component of secondary education, with all pupils taking English courses throughout secondary school. Although English is appointed as core component in *Onderwijs 2032*, its curriculum does not undergo any significant changes (“*Ons Onderwijs2032 Eindadvies*”, 2016, p. 30-31). The opportunity to teach citizenship education through this very viable language thus seems wasted.

Before the ways in which citizenship education are taught can be discussed, it is necessary to look briefly at citizenship itself. Although the concept has changed much since its initial use in antiquity, the core has remained the same. It is defined by the *OED* as “the position or status of being a citizen” meaning that citizenship refers to an individual who is part of a larger society (“citizenship, n.”). Aristotle is one of the first philosophers to mention citizenship. His notion of citizenship strongly emphasizes one’s rights and obligations towards state and society: citizens are predominantly seen as “those who share in the holding of office” (Aristotle, *Politics*, 1275a8, in Leydet, 2011, n.p.). For Aristotle, citizenship should be understood as the fulfillment of the civil and political duty one has

towards society. A much more recent definition is offered by Lagassé (2000, in Blanks, 2008), who states that: “[a] citizen is an individual who lives in a nation-state and has certain rights and privileges, as well as duties to the state, such as allegiance to the government” (p. 129). Here, the definition of citizenship connects the individual (the citizen) to the larger society (the nation-state) by explicifying that their rights, privileges and duties are granted by society (Blanks, 2008, p. 129). The strong relation between state and people’s duties towards that state characterize Aristotle’s definition and are still very much visible in Lagassé’s. Although both definitions quite accurately describe citizenship, they defy the complex process that surrounds citizenship and its broad and diverse development over the years and across states (Blanks, 2008, p. 129). Teaching citizenship should thus involve more than just the definitions. It should offer pupils opportunities to “acquire the knowledge, skills, and values needed to function effectively within their cultural community, nation-state, and region and in the global community” (Blanks, 2008, p. 129).

Blanks’ (2008) interpretation of citizenship education differs from the one in *Onderwijs 2032*. This is not the first, nor the last difference in the interpretation of citizenship education. Currently, teaching citizenship properly is one of the challenges of secondary schools. Internationally, there is a steadily growing number of countries that incorporates citizenship in their education as well. Arthur and Wright (2012) describe a lively debate on teaching citizenship effectively: according to them, countries adopt different curricula, have different perspectives on what citizenship education entails and what/how it should be taught (p. 1). A longitudinal study has been conducted to analyze the effectiveness of citizenship education in England. This study concludes that citizenship can have a positive effect in terms of political activity and social engagement, when it is taught for more than 45 minutes a week, by teachers specialized in the subject, and taught throughout secondary school (Keating, Kerr, Benton, Mundy, Lopes, 2010, p. 61-68). Citizenship is a statutory subject in the United Kingdom for pupils aged 11-16. Estonia, on the other hand, has a significant minority in its school population, meaning that citizenship as a whole and especially national identity are problematic notions to discuss in school (Valdmaa, 1999, in Ross, 2002, p. 47). Citizenship education in France, on the other hand, has always strongly focused on nationality and French roots (Fumat, 1999, in Ross, 2002, p. 47). Sweden has a more open perspective on citizenship, as they “try to make students internalize democratic values and ideology, but do so with a strong focus on ‘subject knowledge’ of the political life of Sweden” (Verneresson, 2000, in Ross, 2002, p. 47). UK’s citizenship education is similar to Sweden in its aim to create “action and

activation of values and dispositions” (Arthur and Wright, 2012, p. 4). It does not only focus on political life in England, but also considers the UK and Europe as political entities³. Apart from that, the UK’s citizenship education also aims to develop pupils’ skills, values towards active societal engagement (Arthur and Wright, 2012, p. 8).

The Dutch perspective as mentioned in *Onderwijs 2032* seems most compatible with that of England, as the focus is on the internal political structure, and simultaneously emphasizes the importance of active social and political engagement. The first compulsory subject in secondary education that covers Dutch citizenship is social studies,⁴ introduced together with the mammoth law in 1986. It focusses on the Dutch society, consists of 5 domains and covers the constitutional state, parliamentary democracy, welfare state, multiform society, and skills to recognize their structures, assess potential problems, and solve conflicts (“Examenprogramma maatschappijleer VWO, 2017, p. 20-23). Social studies is thus much focused on the internal political and organizational structure of the Netherlands. The domain discussing the multiform society does touch upon the international context, as one component states that pupils should be aware of how European integration affects the Dutch culture, and that they should be able to compare the chances of successful integration of migrants between Western states and Netherlands (“Examenprogramma maatschappijleer VWO, 2017, p. 23). This component has a rather specific focus, as it only discusses migration in Europe and how this could affect the Dutch culture and society. Besides social studies, the Education Council of the Netherlands too made suggestions concerning the implementation of citizenship and *bildung* in secondary education. They agree with the government’s decision to allow a free interpretation of citizenship in primary and secondary education (Ministerie van Onderwijs, Cultuur en Wetenschap, 2012, p. 7). However, in their advice on citizenship education it is stated that the common core of the current citizenship education needs restructuring in terms of content, description and law. Moreover, it is believed that the government should take a proactive role in the implementation and development of citizenship education. The suggestions made by the Council are mostly aimed at the government, or other large umbrella organizations. The document thus discusses citizenship as separate subject, and does not connect it to other subjects, as done in this paper. Therefore, they will not be discussed in this paper (Ministerie van Onderwijs, Culture en Wetenschap, 2012, p. 7).

³ Arthur and Wright’s (2012) paper is written before Brexit. At the moment, it is too early to state anything about any potential changes in political citizenship education in the UK.

⁴ Dutch translation: Maatschappijleer

Onderwijs 2032 (2016) proves that the interest in the Netherlands in citizenship education does not cease to exist, and that citizenship education is thought to be highly relevant in the future. This paper therefore proposes a way to implement citizenship, and it sets out to do so in English language classes. The approach used here is based on critical global citizenship (which will be explained in chapter 1). As it would be beyond the scope of this paper to provide a curriculum for all years and levels, this paper will focus on the fifth year of pre-university education. This year has been chosen because during this year pupils usually take a course in social studies. In this course pupils are taught how societies work on a more academic and abstract level. Furthermore, the course is focused on society on a national level, meaning that European or international society is not or only barely mentioned. Citizenship as described in *Onderwijs 2032* does not make an entry in this course. Yet, English language classes may well be used for this purpose: English is a global language and when learning this language, pupils become part of the global society. Incorporating citizenship in English language classes during the fifth year of pre-university education expands pupils' societal knowledge by adding a global perspective.

Considering the above, the research question⁵ taken as starting point is: How can global citizenship education inform the English curriculum for the fifth grade of pre-university education? The subquestions that need to be answered to address the research question are:

- What type of global citizenship should be used in the proposed curriculum?
- How is English currently taught to the fifth grade of pre-university education in the Netherlands?
- How is citizenship currently taught at secondary education in the Netherlands?
- Are there courses that offer a global perspective to pupils in secondary education in the Netherlands?
- How are the insights of currently existing courses on citizenship and global orientation used in the proposed curriculum?
- Is the proposed curriculum teachable and feasible?
- How can the proposed curriculum be taught?

Global citizenship education has many different interpretations and can thus be taught from a variety of perspectives. It should therefore be addressed what type of global citizenship will be used in the proposed curriculum. It is also necessary to discuss the

⁵ The research question will be elaborated and discussed in greater detail after the theoretical framework in Chapters 1 and 2.

current English curriculum and how citizenship is taught in the Netherlands. Since this paper aims to propose a curriculum that combines citizenship with a global orientation, it is necessary to explore current global perspectives that are offered in secondary education as well. Given the fact that there are already courses that cover citizenship and/or offer a more global perspective, it is wise to use the insights that have been gained on this topics in the proposed curriculum. Once the curriculum is designed, its right to exist depends heavily on its teachability and feasibility. This is therefore tested through interviews with 2 teachers. Then, with careful consideration of the interviewees' suggestions, lesson plans of the first domain are designed to serve as examples of how the proposed curriculum can be implemented.

This paper is predominantly a literature study, as it does not extensively test its design in classroom or school practices. The first chapter defines citizenship and specifies which type of citizenship will be included in the proposed curriculum. Here, the preference for critical global citizenship is justified, and the philosophical roots of cosmopolitanism are given. The second chapter first analyses the current English curriculum, its implementations, and the extra-curricular opportunities related to English language learning and citizenship education. After this, a new curriculum is proposed and justified in chapter 3. Since the curriculum has not been implemented yet, the only way to test its viability is by interviewing current English teachers. This has been done and chapter 4 provides the overview of the two interviews. The goal of the interviews is to test the teachability of the curriculum. Two lessons are then designed to serve as example of how the curriculum could possibly be implemented and taught in the classroom. The plans are based on previously discussed educational theories and are informed by suggestions, or critiques from the interviews. Finally, it is determined how (according to this paper) critical citizenship education can inform the English curriculum of the fifth grade of pre-university education.

1. Global Citizenship Education: The History and Future of Cosmopolitanism

What type of global citizenship should be used in the proposed curriculum?

As mentioned in the introduction, teaching citizenship in secondary education has gained significant international attention. It is proposed in *Onderwijs 2032* for Dutch secondary education to follow this trend. How citizenship should be taught, however, is not clarified. Since the 1990s, citizenship has become an academic discipline, as its prevalence has grown simultaneously with globalization (Isen & Turner, 2002, p. 1). As defined in the introduction, citizenship refers to individuals being part of a society with rights and obligations to that society. The exact interpretation of citizenship is constantly redefined, as the “rights and obligations of citizens,” “what it means to be a citizen,” and “which individuals/groups are enabled to possess such rights” change over time due to societal and political shifts. (Isen & Turner, 2002, p. 1-2). Given the fact that citizenship is such a dynamic field, it is likely its horizon will be broadened by scholars, lawmakers, and individuals (Isen & Turner, 2002, p. 3).

Citizenship can be discussed in several ways on multiple levels: local, regional, national and global. This paper seeks to connect citizenship with English language teaching. Although it is problematic to state that English is the global language, it is undeniable that the language is used widely across the globe (Crystal, 2003, p. 1). Learners of English thus become inherently part of a larger international community through the language they learn. It therefore seems logical to link English language classes to global citizenship, which is why this paper will only discuss global citizenship. Moreover, it will do so in relation to educational approaches, as the ultimate goal is to combine citizenship education with English language education.

This chapter consists of the philosophical background of global citizenship as it addresses the first subquestion: *What type of global citizenship should be used in the proposed curriculum?* Global citizenship came about during the rise of globalization and is closely related to the much older concept of cosmopolitanism (Lyons, Hanley, Wearing, & Neil, 2012, p. 361-’63). Nowadays, cosmopolitanism infers global citizenship (Lyons et al., 2012, p. 364). First, a brief history of cosmopolitanism is given. It then continues with an in-depth discussion of two global citizenship approaches: soft and critical. Each is connected to its philosophical background to further their understanding. Finally, a preference for the critical approach is articulated.

The Origin of Cosmopolitanism

Cosmopolitanism finds its roots with the Ancient Greek Cynic Diogenes, who proclaimed himself *kosmopolitēs* (citizen of the world). He lived in exile after he was banned from Sinope, which, according to himself, led him to the art of philosophy. Tradition has it that he lived out of a barrel in Athens, without any other possessions. There, he was a provocative force, as he went looking for an honest man between crowds of people, and told Alexander the Great to step out of his sun. Even though he lived in Athens, he was not part of the Athenian society, the *polis*, due to his lifestyle and provocative behaviour. Instead, he proclaimed he belonged to the universe, the *kosmos* (Vlasak, 2014, p. 37). This Greek philosopher thus was the first cosmopolitan, meaning he was “defiant of social convention and without a home” (Vlasak, 2014, p. 37).

Soft Cosmopolitanism: A History

Much has changed since Antiquity. The notion of cosmopolitanism in the 21st century originates from the Enlightenment: an era characterized by much scientific and philosophical developments (Delanty, 2006, p.26). Jean-Jacques Rousseau and Immanuel Kant are two prominent philosophers of that time and their perspectives on cosmopolitanism reflect the soft side in current cosmopolitan debates.

Kant is usually seen as the founding father of the modern concept of cosmopolitanism with his work *Perpetual Peace* (Lex, 2014, p.119; Cavaller, 2014, p.141). Here, he writes that perpetual peace should be aimed for, since, without it, individual nation-states would live in apparent security with “secret reservation[s] of the material for future war” (Kant, 1991, p.93 as mentioned in Fiala, 2014, n.p.). For Kant, people’s rationality is often undermined by their emotions. Therefore, the natural state is a state of conflict and violence. A stable, civil state is needed to improve people's sensibility and moral standards (Waltz, 1959, p.163). This stability, this perpetual peace, is only possible under the condition of cosmopolitanism Kant argues, which he translates into the ideal of the establishment of “a cosmopolitan whole” or a “world republic” (Cavallar, 2014, p.143). In this world republic, Kant does the following:

[He] extend[s] republican political philosophy into a wider and essentially legal framework beyond the relatively limited modern republic. With this [comes] the vision of a world political community extending beyond the community into which one is born or lives. Cosmopolitanism thus [becomes] linked with the universalism

of modern Western thought and with political designs aimed at world governance.
(Delanty, 2006, p.26)

In other words, identifying the state of perpetual peace as world republic can be seen as a political act by Kant. By using this specific term, Kant implies the possibility of expansion beyond the state's territory both geographically and culturally. As Delanty (2006) points out, however, only Western thought is being universalized in this republic. The potential problems of this one-sided universalization are elaborated further on.

Although Kant's contemporary Rousseau is less automatically connected to cosmopolitanism, his contributions to the understanding of cosmopolitanism are equally significant (Lex, 2014, p. 119). For Rousseau, cosmopolitanism rests on two pillars: the principle of autonomy and objective judgement (Lex, 2014, p. 127-'28). Considering the former, he assumes individuals are free and equal and relate to multiple open political structures. The objective judgment can be explained as a moral frame of reference on which the individual bases universal rules and principles (Lex, 2014, p. 127-'28). Where Kant sees the natural state as a state of conflict, Rousseau sees nature itself as natural state and is convinced that, to develop, individuals should actively participate in the world. Whilst participating, individuals should "associate themselves with others as members of a larger organization who think of their social membership as essential, not merely accidental, to who they are" (Lex, 2014, p. 131). Being a cosmopolitan means one is fully aware of the interconnectedness of oneself with others, and that one's existence co-dependends on others. Cosmopolitan individuals rise above themselves and make the world of other individuals accessible whilst keeping a moral regard for differences. The main difference between Kantian and Rousseauian cosmopolitanism is that Rousseau's cosmopolitanism does not strive for the assimilation or even the condemnation of the customs of other societies as Kant's world republic does. Instead, it strongly believes in the common ground and the acceptance of heterogeneity in societies. Small communities are the ideal in Rousseau's philosophy, rather than abstract cosmopolitanism: the approach towards cosmopolitanism is rooted in society and bottom-up (Lex, 2014, p. 136). Lex (2014) eloquently summarizes Rousseau's cosmopolitanism:

The internalization of the view of the other and independent, critical thought and self-awareness of the station which one occupies in society indicate the central moments which vouch for objective positioning, without however giving up a local identity, and fostering a rooted cosmopolitanism. (p. 137)

In other words, Rousseau's cosmopolitanism entails the careful consideration of the self and the other as independent agents. Both have a role in society that requires them to be objective, look beyond their own interest, vote in accordance with the general will.

Kant's cosmopolitanism can be seen as universalistic, since his ideal consists of a world political community, that is established with Western culture and values. Rousseau is a universalist to a significantly lesser extent: heterogeneity is allowed. However, it would be too much of a stretch to argue that Rousseau accepts large divisions in his ideal society. His ideal is governed by the general will, which requires all individuals to behave in accordance with that will, thereby defying any divisive distinctions.

When global citizenship is taught in school based on Kantian and/or Rousseauian notions of cosmopolitanism, it results in soft global citizenship.⁶ This could lead to a naive image of international affairs, as it focusses on solving international disputes from a moral perspective (Andreotti, 2006, p. 42; Dobson, 2005, 270). This moral naiveté is problematic, as pupils often tend to act on their morals without being aware of the possible negative consequences. As Andreotti (2006) points out, the current generation of pupils in the West believes they should put their stamp on this globe by "making a change" (p. 40). Many do this through voluntary work in poor regions in other countries than their own. However, by doing so, Western values are continuously being imposed onto others. Examples of this can be seen on a larger scale too: many peace-keeping missions in the Middle-East have been based on the same Western principles, thereby overlooking and underestimating the complex political and social structures of the designated countries. The American invasion of Afghanistan in 2000-2001, for example, is not the first, nor last of this kind and can be seen as a form of neo-imperialism, where (Western) states wish to spread their influence not in a territorial way, but in a cultural and political way. Rather than trying to solve problems in other countries Andreotti (2006) argues it is necessary to acknowledge that "there is a weightier responsibility"; Western states are often not only part of the solution, but also part of the problem (Dobson, 2005, p. 182, in Andreotti, 2006, p. 43). Andreotti (2006) thus makes the case for a much more critical approach when it comes to global citizenship education.

⁶ This term is used by Andreotti (2006) and therefore copied in this paper.

Delanty's (2006) Critical Interpretation of Cosmopolitanism

After the Enlightenment, cosmopolitanism, while remaining in the discourse, lost immediate attention. However, in recent years, attention for cosmopolitanism has again increased significantly (Cavaller, 2014, p. 141). Although it is difficult to point to a direct cause, multiple explanations have been offered including “economic and cultural globalization, the rise of ethnocentric nationalism and a growing awareness of global risk” (Cavaller, 2014, p. 141).

Recently, the Enlightenment's cosmopolitan notion has been countered by critical theorist Delanty (2006). Critical theory is significantly different from mainstream/positivist philosophical theories such as Kant or Rousseau's:

it posits a more comprehensive means to grasp social reality and diagnose social pathologies. It is marked by (...) its capacity to grasp the totality of individual and social life as well as the social processes that constitute them. It is a form of social criticism that contains within it the seeds of judgment, evaluation, and practical, transformative activity. (Thompson, 2017, p. 1)

Critical theory can thus be understood as an approach to philosophical issues or as a particular way of thinking. It offers an in-depth analysis and understanding of social constructs by considering the totality of a certain problem, and reflection on that problem.

Critical Cosmopolitanism: The Social Dimension

When looking at cosmopolitanism from a critical perspective, it should be noted that from the 20th century onwards, it is preferred to separate political aspects from social ones. Delanty (2006) considers cosmopolitanism to be a political construct and a social process as well (p. 25). Political cosmopolitanism can be related to Kant's cosmopolitanism and his ideal of a world republic in which modern Western values are universal. His world republic completely overlooks the social side of cosmopolitanism. Kant considers “[t]he social world as territorially given, closed and bounded by the nation-state” (Delanty, 2006, p. 26). This is the opposite of social cosmopolitanism, which acknowledges the world consists of nation-states with their own territories in terms of geography, but also in terms of class structure, culture, and norms and values. This diversity and often reserved attitude of countries towards others is in strong contrast with the openness of the world republic ideal and its universalistic orientation as Kant proposes it (Delanty, 2006, p. 26). Social cosmopolitanism can be related to Rousseau, as he includes heterogeneity in his

cosmopolitan philosophy (Lex, 2014, p. 137). However, Rousseau's need of an over-all consensus and a society governed by a general will defies heterogeneity in class, structure, culture and norms and values as proposed by social cosmopolitanism. Rousseau treats cosmopolitanism as a fixed state in which politics and ethics of individuals are predetermined as they should consistently vote and live in accordance with the general will. Social cosmopolitanism prescribes just the opposite. A type of cosmopolitanism that does include this social aspect thus seems to be needed. Hence, Delanty (2006) proposes critical cosmopolitanism:

[critical] cosmopolitanism refers to the multiplicity of ways in which the social world is constructed in different modernities. Rather than see cosmopolitanism as a particular or singular condition that either exists or does not, a state or goal to be realized, it should instead be seen as a cultural medium of societal transformation that is based on the principle of world openness. (p. 27)

Here, Delanty (2006) molds cosmopolitanism into a multi-faceted concept that cannot easily be understood nor achieved. By defining critical cosmopolitanism as a "cultural medium" it becomes a dynamic, changeable concept that is able to influence society in several ways and degrees. By doing so, cosmopolitanism has the power to act as "societal transformation" as it influences and thereby transforms society. The principle of world openness can be related to Kant's universal tendencies. Critical cosmopolitanism however, takes into account significant differences in perception of the world (different modernities) and steps away from Kant's idea of cosmopolitanism as western global state, making it more dynamic, more complex, but also more realistic.

Critical Cosmopolitanism: The Cultural Dimension

Apart from the social aspect overlooked by Kant and partly by Rousseau, the cultural dimension is of equal importance in critical cosmopolitanism (Andreotti, 2006). As briefly mentioned in the above, Kant's world republic implies Western cultural assimilation, as his interpretation of cosmopolitanism considers the Western values to be universal. Kant is not the only philosopher, or individual for that matter, who tends to do this: there is an overall "myth of Western supremacy in the rest of the world"⁷ (Andreotti, 2006, p. 44). Spivak (1990, mentioned in Andreotti, 2014) identifies this process as

⁷ other non-Western regions

“worldling of the West as world,” meaning that the West is seen as the world and that other countries should assimilate to the West. This tendency can be blamed on the Western history of imperialism, which disturbed power balances to such an extent that the unequal power relations between countries still exist nowadays (Spivak, 1990, mentioned in Andreotti, 2006, p. 44). Gramsci (1971, as mentioned in Cox, 1983) has pointed out these imbalances and has found their roots in the Napoleonic era (p. 163). In his argument, Gramsci (1971) creates the opportunity to use hegemony (term used by several scholars to describe power relations between states on an international level) in a significantly broader context. He uses it to typify power relations between states, but also between social classes, or political structures within states (Cox, 1983, p. 164). Hegemony is now able to demonstrate “relations of dominance and subordination” based on a social basis (Cox, 1983, p. 164). It can be stated that the Western society and culture has claimed a dominant position in the world since the onset of colonialism in the 15th century.

To summarize, critical cosmopolitanism consists of three axis: social, cultural and political. It can be understood as a cultural medium through which nation-states and societies can be changed. This results in a dynamic and complex concept that allows different stages of cosmopolitanism to exist simultaneously.

The research question⁸ of this paper aims to develop an English curriculum that is informed by global citizenship. As can be seen in this chapter, there are many different perspectives on global citizenship. However, global citizenship based on critical cosmopolitanism seems the only genuine version, as this is the only version that recognizes the unequal distribution of power between different states on the whole, while also acknowledging the possible existence of ties between countries: “the multiplicity of ways in which the social world is constructed in different modernities” (Delanty, 2006, p. 27). The proposed curriculum will therefore base itself on the notion of critical cosmopolitanism. It thus takes into account political, social and cultural dimensions, and displays a profound awareness of Western cultural assimilation in both historical and current international affairs.

⁸ How can global citizenship education inform the English curriculum for the fifth grade of pre-university education?

2. The Ins-and-Outs of Current and Future Curricula

How is English currently taught to the fifth grade of pre-university education in the Netherlands?

How is citizenship currently taught at secondary education in the Netherlands?

Are there courses that offer a global perspective to pupils in secondary education in the Netherlands?

As stated earlier, this paper designs a proposal for a new English curriculum, based on global citizenship education seen from a critical cosmopolitan perspective. However, this cannot be done without a brief discussion of the current English curriculum and its implementation, thereby discussing the first subquestion: *How is English currently taught to the fifth grade of pre-university education in the Netherlands?* The chapter then continues with an analysis of how the current curriculum is implemented at Dutch secondary schools. It does so by looking at bilingual and international secondary education. The analysis takes up the second and third subquestion of this chapter.

Curricular Components

Curricula typically consist of the aims of a particular course and content of learning. This design can be detailed further with the curricular spiderweb visible in Figure 1 (Thijs en Van den Akker, 2009). The web shows the separate components of a curriculum and how these components are related to each other. It should be noted, however, that curricula that are implemented on a national, or macro, level do not contain all components. On a macro level, the aims and objectives, content and assessment are most important (Thijs en Van den Akker, 2009, p. 12). The curriculum that is proposed in this paper is intended for the macro level and will therefore only focus on these aspects. However, as curricula on macro level remain rather abstract, detailed lesson plans for schools, or meso level, that include learning activities and materials and resources are provided as well, to serve as example of how the proposed curriculum could be implemented.



Figure 1: The curricular spiderweb (Thijs en Van den Akker, 2009, p. 11)

Analysis of the Current English Curriculum and its Implementation

The current English curriculum consists of two stages: on the one hand, core objectives, meant for primary school and lower secondary education, and on the other, examination programs, meant for upper secondary education. The curriculum specifies several skills: listening, reading, conversations, speaking, and writing (Richters and Visser, 2013, p. 65-66). Schools are required to teach the pupils all these skills to ensure they have the proper language level at the end of their secondary education. The language levels and accompanied skills mentioned in the curriculum are based on the *CEFR* levels, ranging from A1 (basic learner) to C2 (near-native) (Council of Europe, 2006, p. 23). The aim of the curriculum for pre-university education (or any level for that matter) is for pupils to master the English language at a certain level. The core objectives of pre-university education state that pupils should have a B1 level⁹ for English in reading, and an A2 level in speaking, listening and writing at the end of stage one (“Doorlopende leerlijn”, 2009, p. 1-5). The exam program in the higher forms of pre-university education (displayed in Table 1) requires pupils to obtain a C1 level in reading, and a B2 level in writing, speaking and listening at the end of higher secondary education¹⁰ (“Doorlopende leerlijn”, 2009, p. 1-5). These guidelines are national requirements for the entire country, and thus form the

⁹ The specifications of the levels per skill can be found in the appendix.

¹⁰ The term higher secondary education is SLO’s term for the *bovenbouw*

English curriculum for pre-university education. The way in which these skills are taught, however, is defined by the schools' preferences (Richters and Visser, 2013, p. 66).

Language Domain	Required Level/Requirements
Reading	B2/C1
Listening	B2
Speaking	B2
Writing	B2
Literature	Pupils should be able to: <ul style="list-style-type: none"> - provide a well-argued review of at least three literary works - distinguish several literary genres, themes, and be familiar with terminology - give an overview of history of literature (Examenprogramma moderne vreemde talen vwo)

Table 1: Structural overview of the current English curriculum for pre-university education

At the start of lower secondary education, most secondary schools start from scratch in their English language classes. English training differs greatly among primary schools. Therefore, first-year pupils have different levels when they start secondary education (Fasoglio, de Jong, Pennewaard, Trimbos, and Tuin, 2015, p. 23). Course books are used to such an intensive extent that they embody the English curriculum of schools and the target language is only rarely used as instruction language (Fasoglio, et al., 2015, p. 24). Not many schools use course books in the target language, and especially not in lower secondary education. Higher secondary education is characterized by a strong emphasis on the language levels set by the *CEFR* (2006) (Fasoglio et al., 2015, p. 28). There is little attention to productive skills, such as speaking, and creative language use is not encouraged (Fasoglio et al., 2015, p. 26). Most time is dedicated to reading skills as the central exam¹¹ only consists of reading and makes up half the final grade.

Over the past decades, English language classes have received much attention from businesses, academia, primary schools, television programs (*Dora* for example) and the

¹¹ The exams in the final year of secondary school consist of two parts: school exams, and central exams. The schools are free to fill the school exams, whilst central exams are the same exam for all pupils at all schools. The school exam of English consist of several language skills. The central exam consists of reading only.

Dutch national government (Fasoglio et al., 2015, p. 35). Many schools have started to offer extra-curricular English activities, such as the Cambridge or Anglia exams. Currently, 64 Dutch schools offer Cambridge exams and/or courses to their pupils (“Examens en Certificaten”, 2017, n.p.). The goal of the Cambridge English Language Assessment is for pupils to have “confidence and skills to communicate with people from all over the world” (“There is a world of opportunities out there”, 2017). Their exams are aimed at improving learners’ language skills for university or business settings. Apart from the extra-curricular exams, Cambridge University has also developed a separate one-year course as part of their IGCSEs¹² called Global Perspectives. This course “provides opportunities for enquiry into, and reflection on, key global issues from a personal, local/national and global perspective” (“Syllabus Global Perspectives”, 2017, p. 3). During the course pupils “explore stimulating topics that have global significance. They (...) assess information critically and explore lines of reasoning (“Syllabus Global Perspectives, 2017, p. 3-4).

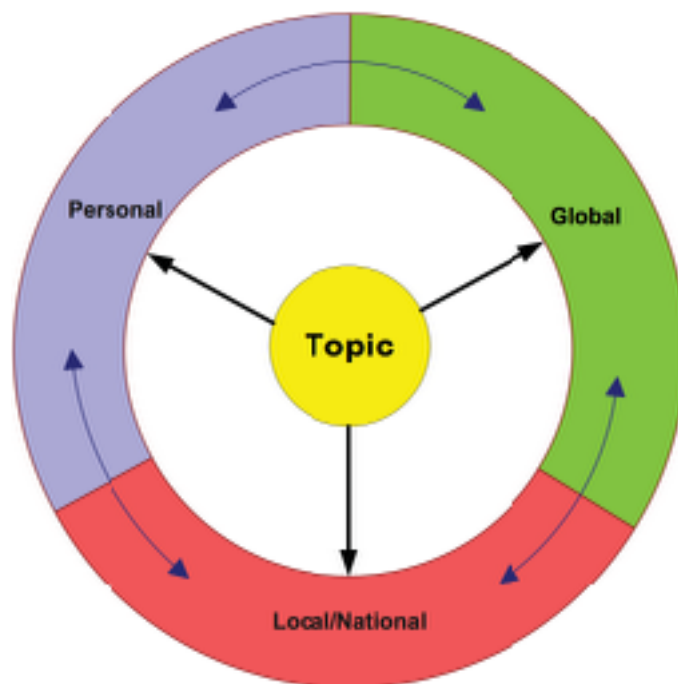


Figure 2: Relation between topic, and the three perspectives as used in Global Perspectives (“Syllabus Global Perspectives, 2017, p. 17)

¹² IGCSEs is an abbreviation of International General Certificate of Secondary Education. It is developed by Cambridge University and is meant for non-UK pupils. In the UK, all pupils take their GSCE exams at the end of their secondary education. With IGSCes, Cambridge University offers the opportunity to take these exams to non-UK citizens as well.

This is done by relating a certain topic to the personal, local/national, and global perspective, as visible in Figure 2. Pupils should be aware of all three perspectives, be knowledgeable about the topic in relation to the three perspectives, and they should be able to reflect critically on the topic from their own perspective. Global perspectives can be related to the proposed curriculum in terms of its structure: the three axis that are used (personal, local/national, and global) in the course are also used in the proposed curriculum.

Other schools, often international¹³ ones, participate in the IB-program. This is a program that aims to “develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world”(“What is an IB education”, 2015, p. 1). IB is a curriculum that tries to mould pupils into citizens; it wants its pupils to develop into internationally oriented people who care for the planet and humanity. This is established by developing the learner’s ability to be active, inquisitive and reflective both at school and outside the classroom (“What is an IB education, 2015, p. 4-5). The continuous emphasis on critical thinking and reflection is thought to be of importance in the proposed curriculum as well. A more global orientation is offered as well, as the IB program focusses on multilingualism, intercultural understanding and global engagement. This means that pupils are made aware of intercultural and global settings, and the possible conflicts that could occur in such contexts. Pupils are also encouraged to learn multiple languages (“What is an IB education”, 2015, p. 6-7).

The IB program is mainly taught at international schools in the Netherlands. Non-international schools are also able to offer additional English in the form of TTO,¹⁴ or bilingual education. TTO is available to pupils at different levels and different stages of secondary education and is often approached from a CLIL-perspective. It is thought that this perspectives helps pupils in their language learning processes and increases their motivation to learn a language (Lasagabaster, 2011, p.1 4). On top of this, it is also argued

¹³ Difference between TTO and international schools is that TTO is a special program meant for Dutch pupils and taught at regular secondary schools. International schools are host to a mixture of international children and Dutch ones. All classes are in English despite level or age.

¹⁴ TTO is the Dutch abbreviation for *tweetaligonderwijs*, which can be translated to bilingual education. TTO is characterized by its usage of the English language in multiple classes such as history, geography, biology, physics, science, maths, and English.

that the emphasis on higher order tasks¹⁵ in CLIL stimulate the development of critical thinking: “[t]he compelling empirical evidence shows that if one knowingly, persistently and purposely teaches for promoting higher order thinking among her/his students, there are good chances for [successful development of critical thinking]” (Barak, Ben-Chaim, and Zoller, 2007, p. 367). This makes CLIL highly relevant to the proposed curriculum. On top of this, CLIL also emphasizes the integration of content and language learning, which makes it even more compelling for the proposed curriculum. Dulton-Puffer (2011) describes CLIL as “an educational model for contexts where the classroom provides the only site for learner’s interaction in the target language” (p. 182). Thus, what is most important in the CLIL approach is the dual-focus on content and language learning. This concept is based on Coyle’s (2007) four C’s: content, communication, cognition and culture (Meyer, 2010, p. 13). Ideally, activities in language classes contain components of all four Cs, which should be integrated at different levels. The so-called strong materials that are used should be meaningful, challenging and authentic (Meyer, 2010, p. 13). It is thought that the integration of the Cs and the input of strong materials helps language learners significantly in their language learning process and increases their motivation (Meyer, 2010, p. 13). Designing CLIL lessons is a complicated task and it is still unclear how this approach can be taught best. (Coyle, 2007, p. 457). Meyer (2010) acknowledges that it is impossible to design classes that contain all CLIL requirements. He therefore argues that teachers should focus on lesson series surrounding the same topic to cover all CLIL aspects (p. 23). To design and prepare these lesson series properly, Meyer (2010) provides a CLIL pyramid which can be seen in Figure 3 (p. 24).

¹⁵ Higher order tasks can be defined as cognitive skills that require more than mere recognition or understanding. Examples of such tasks would be analysis, evaluation, synthesis, problem solving, inferring, estimating, predicting, generalizing, creative thinking, question posing, decision making, and critical and systemic thinking (Barak, Ben-Chaim, and Zoller, 2007, p. 355).

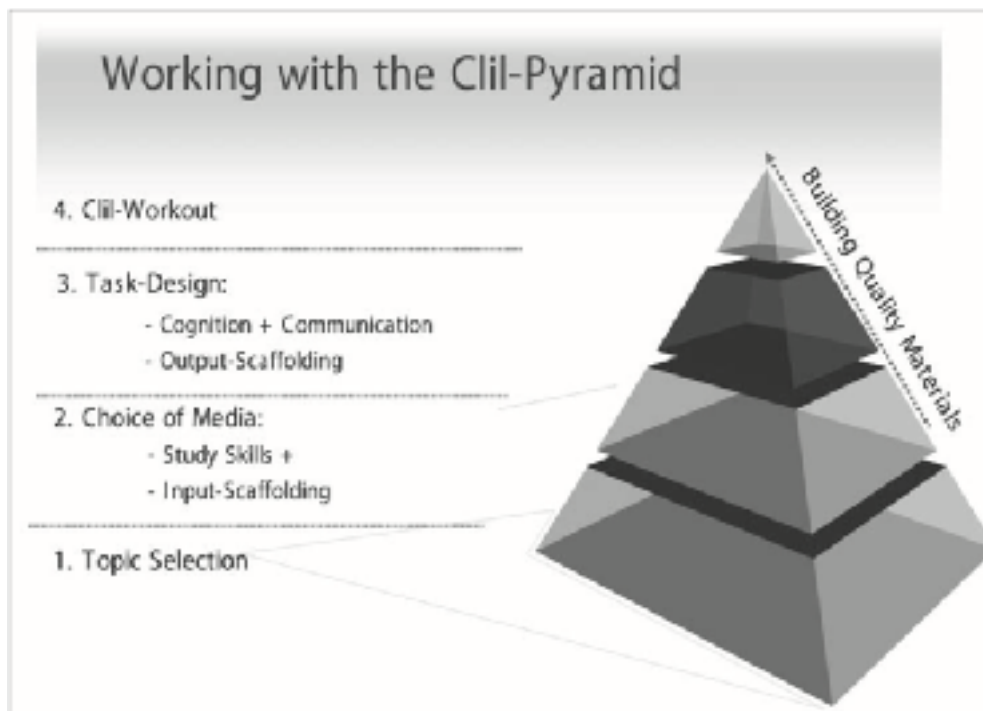


Figure 3: Meyer's (2010) CLIL-pyramid to design CLIL classes or lesson series

Starting at the bottom, the first step of designing a CLIL lesson series is to determine the topic and the learning objectives. Secondly, the materials of the topic should be selected, with careful consideration of the learning objectives, necessary study skills and the input of a range of different types of materials, such as journals, articles, columns, videos, and newspapers. Thirdly, the study skills of the individual lessons need to be determined. Fourthly, a CLIL-task should be designed which incorporates both lower and higher order tasks and leads to communicative interactions in differing settings (individual tasks, group work, work in pairs). Lastly, the desired output of the pupils should be defined (Meyer, 2010, p. 23-24). The proposed curriculum on macro level and the lesson plans on microlevel will be based on this pyramid, to ensure the inclusion of the higher order tasks and the input of strong materials that help pupils with their language learning.

Curriculum Development

In this paper, the theoretical exploration of critical cosmopolitanism and the current English curriculum is paralleled with the development of a new English curriculum that seeks to combine these elements in a meaningful way. This is done using the previously discussed theory. The current English curriculum strongly emphasizes the CEFR (2006).

When looking at the intended level as described earlier, it seems to lack a clear underlying vision, as pupils are only required to obtain a certain language level and skill. Schools are free to develop their own English curriculum and most seem to do this using course books. In these cases, the course book are often substitutes of the curriculum, rather than being a guideline to achieve the required levels. Pupils who had the advantage of an extra-curricular English, TTO, or the IB-program tend to have higher English skills, and have also learnt to use the language in a more challenging and creative way than pupils with traditional English classes.

The English curriculum in this paper is designed on a macrolevel (Thijs and Van den Akker, 2009, 9). As stated before, it is meant for the penultimate year of pre-university education and focuses on three components of Thijs and Van den Akker's (2009) curricular spiderweb that are of importance at the macrolevel: aim and objectives, content, and assessment (11-12). The lesson plans at mesolevel will also contain learning activities and materials and resources. The aims of the curriculum and lesson plan design are two-fold. On the one hand, it aims to further the English language skills of pupils to the desired level. On the other hand, as it adds an extra component to the English curriculum, it also sets out to create critically thinking pupils. In the language classes both aims are of equal importance and are taught through an integrated approach based on CLIL. All designs will be based on the CLIL pyramid as referred to earlier.

3. Critical Global Citizenship Education Incorporated in a New English Curriculum for the Fifth Grade of Pre-University Education

How are the insights of currently existing courses on citizenship and global orientation used in the proposed curriculum?

In this chapter, a new English curriculum for the fifth grade of pre-university education is proposed. The curriculum is structured similar to the current curriculum, meaning it consists of aims and objectives and language requirements. The proposed curriculum is at macro-level, so the curriculum itself does not have lesson plans or materials either. However, as stated earlier, this paper does provide lesson plans to serve as example on how the curriculum could be implemented in chapter 5. Here, the subquestion *How are the insights of currently existing courses on citizenship and global orientation used in the proposed curriculum?* is addressed by focussing on aim and objectives, content, and assessment, as these components are thought to be important for curricula at macro-level (Thijs and Van den Akker, 2009, p. 11-12).

The chapter starts with stating the aim and objectives of the proposed curriculum. Then, the content is proposed, and the over-all structure of the curriculum is explained. In this section, suggestions are made on how to interpret the content. This is done to make the proposed curriculum more tangible. It should, however, be noted that the suggested topics are far from set: schools are free to decide for themselves what they want to discuss. Lastly, a rather general line of assessment of the curriculum is provided.

Aim and objectives,

The aim of this proposed curriculum is for pupils to develop a sense of critical global citizenship whilst furthering their English language skills. In this curriculum, language learning is of equal importance to the development of critical global citizenship, which is in line with the CLIL-approach where language learning and content are integrated. The goal is not to teach pupils all the details of critical global citizenship; it is rather to let the pupils explore their own context and critically question their beliefs and assumptions on this context. This goal is informed by critical theory as this way of thinking offers in-depth analysis and understanding of social constructs. Letting pupils explore their own context and reflect on this context, requires them to perceive the world and their place in it from a critical perspective.

In the end, citizenship can best be seen as a sense of being. Teaching critical global citizenship to pupils should thus spark the beginnings of a particular sense of being.

Following critical cosmopolitanism as defined in chapter 1, this sense consists of three axes: social, cultural and political. The social axis refers to society as a container of co-existing nations, cultures, classes, and norms and values. The cultural axis considers cultural dominance and subordination and its historical context. Lastly, the political axis looks at imbalances in political relations between nation-states. Based on these axes, three intertwined domains are formed: culture, power/inequality, responsibility (one's own position relative to cultural/political issues). The axes and domains can be related to each other in the following way: the cultural domain is proposed to let pupils explore their own cultural background and relate that background to other cultures. This can be related to the cultural and social axis as the cultural axis covers culture in relation to other cultures, and the social axis covers the co-existence of differing cultures, and the accompanying norms and values. The responsibility domain discusses complex international relations that suffer from potential marginalization or exploitation. This can therefore be linked to the political axis, as the political axis covers political imbalances on a global level. Although Power/inequality can not be linked directly to critical cosmopolitanism, the case can be made that power/inequality conflates its axis. This is because power/inequality unequal power balances in the social, cultural and political context, thereby covering all three axes of critical cosmopolitanism.

To become critical global citizens, it is necessary for pupils to be aware of the domains, and able to reflect on these domains. To do this properly, a rather high level in all English skills (reading, writing, listening, and speaking) is required, as the language proficiency necessary for these objectives fit the description of a B2+ or C1 level, meaning, the language requirements remain the same as in the current curriculum (Council of Europe, 2006, 24). As explained in the previous chapter, the structure of the classes will be based on the CLIL principle, thus emphasizing the link between the curriculum's content and the language learning process.

The objectives of this curriculum can thus be described as:

At the end of their penultimate year of pre-university education, pupils should be able to

- understand the domains
- understand their own position in and relative to the domains
- critically reflect on the domains from a personal and objective perspective
- read, write, listen and speak English on a B2+ level.

Content

As the curriculum is designed at macro-level, the content of the curriculum remains general. Table 2a shows the English curriculum that is used at the moment. As discussed earlier, it consists of only language requirements and literary requirements (only at pre-university education) and seems to lack an underlying vision. The content of the new curriculum is quite different. It consists of two strands, one of which covers the language requirements, while the other contains the three domains that are part of the objectives. Table 2b represents the new curriculum.

Language Skill	Required Level/Requirements
Reading	B2/C1
Listening	B2
Speaking	B2
Writing	B2
Literature	Pupils should be able to: <ul style="list-style-type: none"> - provide a well-argued review of at least three literary works - distinguish several literary genres, themes, and be familiar with terminology - give an overview of history of literature (Examenprogramma moderne vreemde talen vwo)

Table 2a: Structural overview of current English curriculum of the examination program of pre-university education

Language Skills	Domains
B2+ in reading, writing, listening and speaking.	Culture
B2+ in reading, writing, listening and speaking.	Power/Inequality
B2+ in reading, writing, listening and speaking.	Responsibility

Table 2b: Structural overview of content of proposed English curriculum

Here, a language level of B2+ is required in all domains, and in each domain all skills are addressed. Where literature is a separate domain in the current curriculum, here it is not

seen as separate, but as inherent to the domains. This will be elaborated in a different paragraph.

Table 3 shows the structure and time-frame of the curriculum. Power/inequality is discussed first, as this is one of the main causes for imbalances in the other domains. Although the other domains are related to power/inequality, they are discussed individually to maintain a focus within the domain. The final period ties all domains together.

Time Frame	Domain	Language Level
Period 1 (September-November)	Power/Inequality	B1/B2
Period 2 (November-February)	Culture	B2
Period 3 (March-May)	Responsibility	B2+
Period 4 (May-July)	Power/Inequality, Culture, Responsibility	B2+/C1

Table 3: Time-frame of curriculum

Each domain can be divided into separate parts, depending on the school's preferences and priorities. Key, however, is to teach the domains through the lens of critical global citizenship to achieve the aim of the curriculum. As stated before, the domains have been interpreted and given possible topics to clarify the structure. The topics used are mere examples, just as the language skills that are practiced with them. As the curriculum tries to be as all-around as possible, all forms of English skills can be used throughout the domain and its topics. To ensure proper development of the separate skills, it is encouraged to focus on one particular skill per topic.

The domain power/inequality covers international issues in which a certain region or state dominates due to an unequal power balance. Pupils are made aware of the influence of power, or lack thereof, on global issues.

Power/Inequality	September	October	First half of November
Topic (s)	Hegemony, the Pink Empire, the Commonwealth	Post-Colonial Literature	Inequalities post 9/11
Objective	Pupils explore the domain, come to terms with its content, and start to see power relations/ inequalities between states.	Pupils develop further understanding of domain, as they discuss large global issues such as exploitation, post-colonialism, and fragmented globalization.	Pupils are able to convey their own thoughts on international inequalities that are based on power disturbances.
Main Skill	Reading /Listening	Reading/Speaking	Writing

Table 4: Possible interpretation and structure of first domain covering Power/Inequality

The topics given as example in Table 4, are chronologically ordered and increasingly complex as the focus shifts from the local/national to the global, which is (partly) in line with the Global Perspective’s approach as referred to in chapter 2. The first month starts with an explanation of hegemony, which is then related to the Empire where the sun never sets; when Britain was a global super power with colonies in each continents. Currently, the United Kingdom still has regions overseas that acknowledge Elizabeth II as their Queen, and all these regions stem from Britain’s colonial history. Britain’s colonizing history is explored here, as it can be related to the influence of unequal power balances on a global scale, which is exactly what this domain aims to do. Through these topics, pupils get to explore the domain, and slowly start to see the importance of power in international contexts. As pupils discuss this topic, the language skills that are mainly focused on are reading and listening. These skills are passive language skills, and therefore rather convenient to gain information on the topic through these skills. Moreover, as the pupils are new to the topic and over-all structure of the domain, it might be easier for them to be introduced to the topic and domain through language skills they are familiar with, and may be more comfortable with than the active language skills such as speaking and writing. In the second month, post-colonial literature will be discussed to provide a different perspective on colonialism and the West’s urge to usurp non-Western states. Here, reading is the most important language skill, together with speaking. As the topic is post-colonial literature, reading is a set component. Discussing the read literature and debating its

topics tends to be useful in the processing and understanding of the literature, which is why speaking is another major skill in this month. A big jump in time is made in the third month, where global issues of the 21st century are discussed. Here, pupils are made aware of the fact that there are still power inequalities between states, and that many international conflicts happening today, are caused by these inequalities. Besides this, they learn to construct their own ideas on global conflicts and their causes. After reading post-colonial literature, the last final month of the domain is dedicated to writing. During this month pupils should be able to form their own perspective on global conflicts and express this perspective in writing, as this is the skill that has not been addressed yet.

Table 5 shows the possible interpretation of the cultural domain. This domain covers the ability to reflect on one’s culture’s history and current behaviour. It creates awareness of how culture shapes one’s thinking, and it questions the growing dominance of English and the Anglophone culture.

Culture	Second half of November	December	February
Topic (s)	Culture, own cultural background, history of that culture	Influence of culture in own thinking, nationalism/ patriotism, universalism.	Americanization, Asian popular culture
Objective	Pupils explore the domain, learn the definition of culture, dig into their own cultural background, and history of that culture, thus becoming aware of the influence of their culture on a global scale.	Pupils further their understanding of culture and its far reaching influence on individuals, states, and global issues.	Pupils are able to form their own well-informed argument on Western cultural appropriation and the rise of Asian popular culture in the West.
Main Skill	Speaking	Listening	Speaking (Presenting)

Table 5: Possible interpretation and structure of second domain covering Culture

The topics advance from the individual to the global level, similar to Global Perspectives. The first month introduces culture and allows pupils to dive into their own cultural background. To recall their background, pupils converse with their parents or

guardians, and then share their stories with their peers in either conversations or presentations. The second moves away from the individual level, as it considers culture on a more abstract level. Here, pupils become aware of a culture’s significant influence on one’s thoughts, values and morals. Apart from this, they will also learn how feelings of unison, and universalism can be created through culture, and how misleading these feelings sometimes can be. The major language skill here is listening, as pupils gain their cultural information through speeches, interviews, documentaries, etc. The third month takes the topic to the global level, as it touches upon the current debate of the Americanization of the world, which is countered by the increasing interest in K-pop and manga in the West. Through the discussion of these topics, pupils become aware of cultural appropriation by the West, and come to understand how their own culture has or has not contributed to this phenomenon. They will share their perspectives and findings on this topic orally, as the domain has addressed speaking at great lengths, and the last month offers pupils the opportunity to display their gained eloquence.

The domain dealing with responsibility is aimed at shaping pupils’ awareness that the West, and to a larger extent themselves, are both part of the problem and part of the solution to inequality and cultural appropriation. Table 6 shows an example of topics, objectives and main skill in this domain.

Responsibility	March	April	May
Topic (s)	Voluntary work abroad, seeing the world as the West	Foreign policy, peace keeping missions	War on terror
Objective	Pupils are introduced to the theme, developing an understanding of their own role in cultural appropriation.	Pupils understand both positive and negative consequences of a foreign policy and further their understanding of the Western responsibility of international conflict.	Pupils are able to convey their argument on individual, regional or hemispherical responsibility towards current international issues and conflicts.
Main Skill	Reading	Writing/Listening	Writing/Speaking

Table 6: Possible interpretation and structure of third domain covering Responsibility

The first month eases pupils into the topic, as it starts with a topic they are familiar with, which again follows Global Perspectives. Voluntary work abroad is argued to be culturally problematic as the volunteers implement their Western values on the projects they run (Andreotti, 2006, p.40). Through this topic, pupils become aware that, even with the best intentions, non-Western regions could potentially be at risk of being undermined. The skill that fits this purpose is reading, as reading is a rather effective way of taking in information. The second month discusses the notion of foreign policy, and how states implement it. Politically important states often have a tendency to feel responsible towards other countries and thus mingle in conflicts, changing them into international issues. The result of this tendency to feel responsible for states other than the home-country is best expressed in foreign policies. This month thus focuses on the national or state level. Pupils become aware of the consequence of foreign policies and, when linking it to the first topic, come to understand the potential backlash of cultural and political Western appropriation. The language skills addressed here are writing and listening. As with reading, listening is firstly meant as a way to gather information. Pupils can then form their opinion and express this in writing. The last month emphasizes these backlashes as it covers the war on terror. Here, writing and listening are the main skills, as the pupils can express their opinions in both these skills.

In these examples it may seem as if the domains are more important than the to-be-attained language level. This is not the case, however. Language skills are taught in this curriculum by integrating language learning with its content. The structure of the individual lessons is based on Meyer's (2010) CLIL pyramid. How this is done exactly is explained in greater detail in chapter 5, where the lesson plans are designed and justified. What can be mentioned here is that the materials and resources used as input will be diverse and authentic, the pupils will be asked to produce language output, and language-focused classes will be included as well.

Assessment and Examination

The goal of assessments and examinations is to test whether the pupils meet the set objectives and the aim of the curriculum. The aim of the curriculum, however, is rather difficult to directly assess, as it aims to develop a sense of critical global citizenship whilst furthering their English language skills.

Whether and how pupils develop into this state can only be regarded when the curriculum is completed and all forms of assessments are taken into consideration. Grading this state,

however, is rather complicated as critical citizenship is an ongoing development and cannot be put in numbers.

The objectives of the curriculum, on the other hand, can and should be assessed. To

Domain Knowledge	Language Use
Ability to explain main focus of domain	Eloquency/fluency
Ability to connect discussed topics in domain	Accuracy & Grammar
Ability to form an original and personal argument based on gained knowledge	Accurate use of terminology
	Exemplify required language level (B2+)

briefly recall, the objectives are:

- understand the domains
- understand their own position in and relative to the domains
- critically reflect on the domains from a personal and objective perspective

The general line of assessment as shown in Table 7 is based on these objectives.

Table 7: General line of assessment of new curriculum

To test the pupils' understanding of the domains and their own position, they should be able to explain the domain, how they relate themselves to the domain, and why they relate themselves to the domain in that way. These requirements are visible in the column representing domain knowledge. The column language use shows what aspects are tested of the pupils' language output. The domain knowledge and language skill are of equal importance, which is why both are represented in Table 7. All components of the domain knowledge should be assessed with each test. The language use components¹⁶ are ideally all assessed as well, but depending on the skill that is assessed, certain components can be excluded.

In this proposal, each period ends with a main project in which the domain knowledge and understanding are tested in combination with language skills. As the curriculum's teaching approach is CLIL, the assessments are in line with CLIL guidelines.

¹⁶ The components are based on Barbero's (2012) CLIL language rubric (p.53).

This means that assessments have to be authentic (Barbero, 2012, p. 49). Authentic assessments are described as the following:

Authentic assessment occurs when we associate the assessment to types of work that real people do, rather than merely soliciting answers which only require simple, easy to assess responses. Authentic assessment is an appropriate verification of performance because through it we learn if students can intelligently use what they have learned in situations which can be linked to adult experiences, and if they can renew or change new situations (Wiggins, 1998, in Barbero, 2012, p. 49).

The skills that require pupils to produce language output, writing and speaking, are the ones that lend themselves for such authentic assessment, since pupils are able to both share their perspective and arguments for this perspective and demonstrate their gained language skill in writing and speaking. Reading and listening can only be tested through non-authentic assessments, which exist of “cloze, matching, multiple choice, or [giving] answers to closed questions” and where “the answer generally can be just either right or wrong” (Barbero, 2012, p. 49). Such tests tend not to be in line with CLIL as content and language are not integrated, and the pupils are not able/allowed to think critically about a certain topic. These tests should therefore be kept to a minimum in the curriculum. They might even be deleted completely, as pupils read and listen extensively during the first few weeks of each domain. It can therefore be hypothesized that these skills do not need extra assessment at the end of each period, as pupils are implicitly tested on these skills during these weeks. However, it should be noted that schools are free to test more or less frequently, use any form of assessment, and address any language skill that has their preference.

The final projects are free in form and presentation: they can be tests, presentations, portfolios, but other more out-of-the-box scenarios are possible too, as long as the assessments are authentic and combine language with content.¹⁷ Barbero (2012) argues that authentic assessments should be graded through rubrics, since they

- “provide feedback to teachers and students;

¹⁷ theatre performances, creative writing pieces, essays, monologues, dialogues, group debates, etc.

- represent a guide for students and teachers, much more explicit than a single numerical score;
- make assessment more objective and consistent;
- reduce the amount of time teachers spend evaluating students' work" (p. 50).

She provides a number of rubrics¹⁸ through which CLIL-assessments can be graded, which can be found in chapter 5.

¹⁸ The relevant rubrics can be found in the appendix.

4. Interviewing Two Teachers to Test the Curriculum

Is the proposed curriculum teachable and feasible?

Curricula can be tested and analyzed on several levels as displayed in Figure 4.

INTENDED	Ideal	Vision (rationale or basic philosophy underlying a curriculum)
	Formal/Written	Intentions as specified in curriculum documents and/or materials
IMPLEMENTED	Perceived	Curriculum as interpreted by its users (especially teachers)
	Operational	Actual process of teaching and learning (also: curriculum-in-action)
ATTAINED	Experiential	Learning experiences as perceived by learners
	Learned	Resulting learning outcomes of learners

Figure 4: Levels on which curricula can be tested (Thijs and Van den Akker, 2009, p. 10)

The curriculum design proposed in the previous chapter is tested at an intended and partially implemented level. The intended level means that the curriculum demonstrates a clear vision, “rationale or basic philosophy” and that its “intentions [are] specified in curriculum documents and/or materials (Thijs and Van den Akker, 2009, p. 10). The implemented level, on the other hand, considers the interpretation of the curriculum “by its users (especially teachers)”, and the “actual process of teaching and learning (also: curriculum-in-action)” (Thijs and Van den Akker, 2009, 10). As explained earlier, only the first half of the implemented level can be tested in this paper. This is done by interviewing two teachers, as the implemented level emphasizes the teachability and feasibility of the curriculum. The goal of the interviews is then to test the teachability and feasibility of the curriculum, thus answering this chapter’s subquestion: *Is the proposed curriculum teachable and feasible?*

Method

Participants

There were two participants from two different schools. They were selected due to their experience with teaching the fifth form of pre-university education. They are referred to by their first letter to ensure their anonymity. It should be noted that W. is a former teacher of the author, and D. a former colleague, so the author is acquainted with both interviewees. It is likely that this negatively influences their objectivity in their perception of the curriculum.

The interviewees both identify as female. W. has been an English teacher for 31 years, of which 11 in secondary education, and currently teaches at Het Streek Bovenbuurtweg in Ede. D. graduated from the educational MA only recently, works at the DS Pierson College in Den Bosch, and has 1.5 years of teaching experience. This information is summarized in Table 8.

Interviewees	Years of Teaching experience	Levels taught
D.	1.5	- Higher general secondary education - Pre-university education
W.	31 in total - 11 in secondary education - 5 in secondary vocational education - 15 in adult education	- Higher general secondary education - Pre-university education

Table 8: Teaching history of interviewees

Materials

Interviews have two requirements: the information collected in the interviews has to be trustworthy and valid. To ensure trustworthiness, the questions have to render similar answers when used multiple times. When the questions render the information the interviewer intended, the information can be seen as valid (Brekelmans and van Tartwijk, n.y, 2-3). A number of techniques have been developed to conduct interviews for research purposes: completely structured, free, and focused or guided. Completely structured interviews have predetermined questions and answers and can be seen as oral surveys. In free interviews the interviewer opens with one question on a particular topic. They then listen to the answers of the interviewee, and through summarizing and continuous question asking, gain the information they intend to get. Focused or guided interviews form the middle way. Here, the interviewer constructs a set of questions and order of questions beforehand, but allows the interviewee to freely answer the question.

Focused interviews are used as strategy in this paper to ensure the discussion of all aspects of the curriculum, thus making sure that the goal of the interviews is achieved.

The questions are constructed using points 1-6 of Brekelmans and van Tartwijk's (n.y.) step-by-step plan.¹⁹ The questions are structured in such a way that the intended and implemented level as described by Thijs and Van den Akker's (2009) are discussed in the

¹⁹ The interview questions can be found in the appendix.

interview. The interview has 18 questions in total and starts with two questions on the current curriculum, meant to reflect on its content. They are followed by 11 questions on the proposed curriculum to see whether the intentions, and content of the domains of the curriculum are clear. The estimated feasibility of the curriculum is also discussed in these questions. The interview continues with four questions to see what could be done differently, or should be changed in the curriculum and the teachers give their recommendations. The final question concerns their willingness to actually teach the curriculum.

Procedure

The interviews took 30-45 minutes and were held one week from each other. One interview was held face-to-face in a separate room, the other through Skype. To give the interviewees a chance to familiarize themselves with the proposed curriculum, this was sent to them one day before the interview. Since the proposed curriculum is new to them and probably contains concepts or topics they are not familiar with, the interviews were conducted in Dutch to make sure they could speak as freely and fluent as possible about these new topics. Both interviews were recorded. Since the interviews were held in Dutch, the answers given in this paper are all paraphrased and translated to English.

Results: The Over-all Response to the Questions

It can be said that the over-all response to the proposed curriculum was positive: both interviewees thought the curriculum to be feasible and were willing to teach it. The objectives of the curriculum were thought to be ambitious in terms of critical reflection and use of English as second language. The domains, although interesting, could be the cause of problems regarding emotional discussions in multicultural classes and limited input of vocabulary. The content and suggested topics of the domains were understood and the line of increasing difficulty in the content of the domains was valued. It was agreed by the interviewees that the topics were broad and that it depended entirely on the specific pedagogy and materials whether the objectives of that topic were obtained. When asked how they would teach the curriculum, both interviewees said they wanted to emphasize literature.

Perception of the Current Curriculum

Both interviewees agreed with the structure of the current English curriculum and valued the freedom it offers, especially concerning literature. D. pointed out, however, that

this freedom obstructed the ability to control the literary understanding of pupils, given that pupils from different schools are educated with differing perspectives on literature, thus resulting in different literary understandings.

Perception of the Proposed Curriculum

The interviewees were asked about their perception of the aims and objectives of the proposed curriculum. The objectives of the curriculum were understood, and both interviewees found them rather ambitious. This was mainly because the curriculum builds on a broad and strong basis of knowledge, which pupils do not necessarily have. They agreed with the objectives and thought world citizenship was an important component of education. There were doubts about the actual interpretation of the objectives. D. pointed out that critical reflection is tough for pupils. W. said that discussions in the second language were quite difficult too, especially with sensitive topics in multicultural classes.

The interviewees were also asked to voice their opinion on the addition of the domains, their content and the suggested topics. The addition of the domains in the curriculum was thought to be interesting, but potentially problematic at times. Giving pupils the chance to explore their own position in a world of power relations could lead to intense discussions where emotions would run high in multicultural classes. It is difficult to define culture in such settings, and the cultural domain would turn out to be rather complex to teach correctly from a pedagogical perspective. W. was particularly engaged in the multicultural complexity. She pointed out that the second language created a boundary that often defies nuance, which is necessary when discussing such topics. She argued that each school should consider their own ethnic and religious profile when implementing the proposed curriculum to avoid stormy discussions in the second language classroom. Apart from this, D. pointed out that teaching the domains might offer only a limited range of vocabulary: they typically deal with only one topic, meaning the input of vocabulary becomes narrow. She also suggested it would be better to teach the domains in a different order. First culture, then power/inequality, followed by responsibility. She thought this was better because pupils were already familiar with culture. The line of progression in this domain would also prepare pupils for the other topics.

The content of the domains was understood and both interviewees thought they were well-structured. D. noticed the progressive line of elements within the domains and approved of them. The integrated approach between content and language learning was not seen as an extra difficulty. D. also mentioned that the general approach of this type of citizenship education should be taught in multiple classes. This was to make the objectives

more feasible and the development of critical reflection in pupils more likely. She added that although reflection was emphasized in the objectives of the domains, it was not as visible in their assessment.

W. found the domains quite broad in terms of possible topics, and she said she needed to see more concrete lesson plans and materials to state whether it was feasible or not. It was then clarified by the author that the interpretation of the domains had to be decided by the schools and that W. was right to state that the multicultural background of pupils had to be taken into account too. W. was particularly interested in the lesson content of the proposed topic of post-colonial literature, given the vastness of this topic. She said that it completely depended on lesson plans whether and to what extent pupils could understand the topic. D. thought the goals of the domains were rather ambitious, but that the pupils were allowed to be challenged. To state that their final essays had to be well-argued, might be slightly overenthusiastic however. She thought an informed opinion would be more likely and more feasible. Both interviewees thought the domains fitted the objectives of the curriculum.

The interviewees were then asked whether they had any suggestions that could make the curriculum more feasible to teach to pupils, and whether they missed components they thought to be crucial. Although the curriculum was perceived as rather ambitious for the penultimate year of pre-university education, both interviewees thought it could be taught depending on lesson plans, methods, how much information pupils are given on the topics and how deep they have to delve into the topic themselves. W. added she preferred the literary terminology as defined in the current curriculum to remain in the proposed curriculum. D. wanted the assessment of the curriculum to be specified and add the component of reflection.

When asked how the interviewees would teach the domains themselves, both would teach it through a literary perspective. However, W. thought she lacked certain expertise on power relations or culture to teach those topics, even when related to literature. D. would allow the pupils to explore the topic of cultural assimilation themselves through reading books, writing and speaking. A topic she suggested was how African cultures are represented in the Western world. Considering the power/inequality domain, she mainly thought about reading and letting pupils create a newspaper file in which they put all the articles they found on this topic. As post-colonial topic she suggested reading *Persepolis*: a graphic novel about a girl living in Iran during the Islamic Revolution.

Lastly, when asked about the proposed curriculum's teachability and their willingness to teach it, both interviewees said they would want to teach the curriculum. W.

would like to teach it in full with worked out lesson plans and method. D. wanted to teach it partly with interdisciplinary cooperation between English and history when discussing hegemony and the Pink Empire, and with Dutch when practicing debate-skills.

5. Example Lesson Plans of the Cultural Domain

How can the proposed curriculum be taught?

As promised in earlier chapters, this chapter answers the subquestion *How can the proposed curriculum be taught?* by providing lesson plans that serve as examples on how the curriculum can actually be taught. This is done by including materials and resources, learning activities, and teacher role as described by Thijs and Van den Akker's (2009) curricular spiderweb²⁰, with an extra section on assessment. The plans have been constructed using the earlier explained CLIL-approach, meaning they contain the four Cs (content, communication, cognition and culture). This can be translated into the following: providing pupils with rich input (using a wide range of sources), allow them to have rich interactions (differing forms of interaction as means of communication), requiring them to use higher order thinking skills (for instance, question posing, creative thinking, and analyzing), scaffolding²¹ and adding an (inter)cultural dimension (Meyer, 2010).

The interviewees in the previous chapter also stress the importance of the availability of lesson plans to accompany the curriculum. What can be concluded from D.'s and W.'s assessment of the curriculum is that lesson plans are the true indicators of the teachability and feasibility of the proposed curriculum. The plans presented here, have been made considering the interviewees' suggestions about the curriculum's content, structure, and other more general concerns. The plans cover the entire first domain of the curriculum, and the other domains can be taught in similar ways. Given D.'s suggestion to change the curriculum's structure, and start with the cultural domain instead of the power/inequality domain, the plans in this chapter discuss the cultural domain.

To briefly recall, Table 9 presents the cultural domain as proposed in the curriculum. Note that the time-period in this table differs from the one in the curriculum.

²⁰ To recall, these are all components: aims & objectives, content, learning activities, teacher role, materials & resources, grouping, location, time, and assessment (Thijs and Van den Akker, 2009, p. 11).

²¹ Pedagogical means to aid pupils in their understanding of the taught/used materials.

Culture	First half of September	Second half of September, first half of October	Second half of October, first half of November
Topic (s)	Culture, own cultural background, history of that culture	Influence of culture in own thinking, nationalism/patriotism, universalism.	Americanization, Asian popular culture
Objective	Pupils explore the domain, learn the definition of culture, dig into their own cultural background, and history of that culture, thus becoming aware of the influence of their culture on a global scale.	Pupils further their understanding of culture and its far reaching influence on individuals, states, and global issues.	Pupils are able to form their own well-informed argument on Western cultural appropriation and the rise of Asian popular culture in the West.
Main Skill	Speaking	Listening	Speaking (Presenting)

Table 9: Topics and objectives of the cultural domain as proposed in the curriculum

This chapter consists of two parts, both of which concern the first time period as presented in Table 9. First, the topic and accompanied objectives of the first time period are stated²². Then, a broad overview of the entire time period covering all classes of that period is given. Instead of spending one lesson on one topic, there are multiple lessons dedicated to the same topic, resulting in lesson series, rather than individual lesson plans, which is in line with CLIL (Meyer, 2010). The board-overview then functions as demonstration of how the CLIL-approach is used in the curriculum. The overview is followed by a justification of the content of the lessons, with reference to the CLIL-pyramid as proposed by Meyer (2010). The number of general lesson plans coincides with the time schedule presented above in Table 9. The first time period is accompanied by 2 the individual lesson plans. The learning objectives and learning activities of each lesson are stated. The individual lessons are designed using the CLIL-pyramid²³ and the choices

²² They will not be justified here, as this already happened to a great extent in chapter 3.

²³ It would be redundant to refer to the CLIL pyramid in each individual lesson. Instead, a justification of the lesson series as a whole will be given, with reference to the pyramid. The individual lessons have been designed with the same considerations.

made in the objectives and activities are justified. While designing the lesson plans, the following practicalities have been taken as starting point:

- The classes last 70 minutes
- There are two English classes per week
- Each month has 4 weeks
- All classes are taught in English and pupils are only allowed to use English as language of communication

However, it would be beyond the scope of this paper to provide detailed lesson plans for the entire domain, as this would require 20 plans. It has therefore decided that 2 lesson plans²⁴ of the first period will be provided here. The other lessons are only presented in general terms.

The other two time periods are not designed here, but can be constructed in the same way as the first time period, by using Meyer's (2010) CLIL-pyramid.

Culture I

Topic: my cultural background.

Objectives: during/after this month, pupils:

- learn the definition of culture.
- explore their own cultural background
- know that and how culture influences their own perspectives.
- become aware of the different cultures on a global scale.

Main skill: Speaking

Duration: first half of September (2 weeks, 4 lessons).

Number of detailed lesson plans provided: 2

The first topic discussing the pupil's own cultural background consists of 4 lessons, of which 1 is explained in more detail. An overview of the topics, used media, learning skills, desired task, higher order task and group composition per lesson can be found in Figure 5. The structure and organization of Figure 5 is based on Meyer's (2010) pyramid and his example of a lesson series.

²⁴ The lessons plans can also be found in the appendix, where they are structured in tables.

<p>Lesson 1</p> <p>Topic: What is Culture? Media: YouTube video L-Skills: Listening & speaking Task: Make mindmap H.O.T.*: Analysis Group Composition: group work: 3-4 pupils</p> <p>*H.O.T.=higher order task</p>		<p>Lesson 2</p> <p>Topic: My Culture Media: powerpoint L-Skills: Listening & speaking Task: individual presentation own cultural background H.O.T.: Question Posing, empathy Group Composition: individual presentations</p>
	<p>My Cultural Background</p>	
<p>Lesson 3</p> <p>Topic: Culture in Perspective Media: Newspapers/tv-broadcasts/other forms of media L-Skills: Reading & speaking Task: Make media file on how culture is presented in news. H.O.T.: Analysis Group Composition: group work: 5 pupils</p>		<p>Lesson 4</p> <p>Topic: Culture in a Global Setting Media: documentary L-Skills: Listening & writing Task: Write a story/short play in which two cultures clash H.O.T.: creative thinking Group Composition: individual/pairs</p>

Figure 5: All lessons of Culture I

The classes in Figure 5 are constructed with Meyer’s (2010) CLIL-pyramid, which consists of 5 consecutive steps:

1. Content selection - the topic of each class has been selected with consideration of the learning objectives. Each lesson addresses at least one of the objectives, and the difficulty of the topics increases synchronically with the lessons. The topics also move from the personal level to the national/international level. The lesson series starts with an introductory lesson on culture, followed by a lesson in which pupils share their cultural background with their peers. In the third lesson, the influence of one’s culture on the perception of the world is discussed, and the fourth lesson starts with the exploration of the influence of their culture on a global scale.
2. Multimodal input - the types of media used in this lesson series differ in form and style. The first lesson uses a YouTube video, the second mainly powerpoint and the

individual pupil presentations which can be given in the pupil's preferred form, the third uses TV-fragments and newspaper articles, and the fourth uses a documentary. It could be said that the YouTube video and the documentary are rather similar in form, but they differ in content, length, language use, and vocabulary. In the interviews, D. expresses the concern that pupils get a limited vocabulary input, as only one topic is discussed. Here, it is proposed, in accordance with the CLIL-philosophy, that using a wide range of different authentic, challenging and meaningful sources and materials should provide a rich language input for pupils, thereby obviating D.'s concern.

3. Study skills - the study skills practiced in the lesson series are in accordance with the selected media of a particular lesson. The first lesson, for example, uses a Youtube video, and the study skills during the lesson are listening and speaking, as pupils have to watch the video and discuss it afterwards. The second lesson uses powerpoint, as the pupils have to present on their cultural background. Logically, the study skills are listening and speaking, as the pupils have to listen to each other and present. The third lesson uses all types of news outlets, including but not limited to newspapers, TV-broadcasts, and radio. The study skills of this lesson are reading and speaking, since pupils have to present their files at the end of the lesson. In the fourth lesson, pupils watch a documentary and write a story or short play about what they have seen, making the study skill listening and writing.
4. CLIL-tasks & H.O.T. - the CLIL tasks in this lesson series differ in communicative setting, and higher order thinking skill (H.O.T.). In the task of the first lesson, pupils have to make a mind map in which they show their definition of culture, in groups of 3-4. The mind map should also include reflections of the pupils' own culture. The H.O.T. that is addressed in this lesson is analysis as pupils have to analyze the information of the YouTube video and determine their own definition of culture. By doing this, pupils become aware of the fact that culture is a dynamic concept and that pinning it down to one definitive definition is close to impossible. In the second lesson, pupils give an individual presentation on their cultural background. This presentation is based on interviews with their parents or guardians in which pupils discuss their cultural background and long-standing family traditions and their origins. The H.O.T. that is addressed is question posing, as pupils have to ask each other questions after each presentation, and empathy, as they become aware of the origin of each other's cultural differences. During the third lesson pupils make a media file that reflects how culture is presented in the news, in groups of 5. The H.O.T. addressed here, is analysis again, as pupils have to analyze the news outlets and decision making, as they have to

judge the news on their cultural content. In the fourth lesson, pupils are required to write a story or short play about the clashing of two cultures. Here, the H.O.T. of creative thinking is stirred. Depending on the assignment, pupils either work alone or in pairs. When they write a story, they do so alone. When they write a short play, they are allowed to do this in pairs, but are also allowed to do this individually.

5. Desired output - this step closely linked to step four, as the desired output is the presentation or handing-in of the task. The mind map of lesson one, the presentation of lesson two, and the media file of lesson three are presented, whereas the story or short play of lesson four is handed in to the teacher and discussed the next lesson.

Table 10 shows a more detailed lesson plan of the first lesson.

Lesson 1 Language Skills	Topic	Objectives After this lesson pupils:	Learning Activities	Higher Order Task of Learning Activity
Listening & Speaking	What is culture?	Know the definition of culture	1. Teacher shows pupils a Crash Course video that discusses culture.	
		Are familiar with their own cultural background	2. Pupils discuss in groups of 3 what they saw and construct their own definition of culture.	Deliberation & Analysis
		Are aware of the cultural background of their peers	3. Teacher-led plenary discussion of culture as explained in the video, in which the teacher asks several groups to share their definitions. Other groups have to respond to the given definitions.	Debating
			4. Teacher asks the pupils to think of their own cultural background (religion, ethnicity, family traditions). Pupils are free to share their experiences with the group.	
			5. Teacher instructs pupils to make a mind map on a large sheet of paper, containing the pupils' definition of culture, and their experiences with culture.	Deliberation, Analysis & Creative thinking
			6. Each group presents their mind map in a brief 2-minute pitch.	Presenting & Reflection

Table 10: Culture I, Lesson 1, Lesson Plan in Grid²⁵

²⁵ More elaborate grids of the two individual lessons can be found in the appendix.

Justification of Objectives

The objectives of this class are based on the first two objectives of Culture I, which state the pupils should learn the definition of culture and be aware of their own cultural background. As this is the first lesson of Culture I, it functions as introduction to the concept of culture. Pupils are being eased into the topic by allowing them to address what they already know: their own culture. Besides this, they are also introduced to culture in a broader context, as they learn the definition of culture.

Justification of Learning Activities and Higher Order Tasks

As CLIL prescribes, pupils are introduced to culture as a concept through an authentic, challenging and meaningful source (Meyer, 2010). The video²⁶ used in the first activity, discusses culture, subcultures and what it means to be part of culture without providing a clear definition of culture as concept. As the video lacks a coherent definition of culture, it invites pupils to discuss the video content in small groups, which is exactly what true CLIL sources should do. The group discussions are then brought to a plenary discussion of the video, and thereby of culture. Through the discussion, pupils learn their peers' take on culture. The first objective is thus addressed in the first three activities. The higher order thinking tasks during these activities are deliberation, analysis and debate. They are emphasized because of Barak, Ben-Chaim, and Zoller's (2007) statement that higher order thinking tasks encourage the development of critical thinking. During the fourth activity, pupils have actively think about their cultural background and about the aspects that might be new or seem odd to their peers. Through this, they become more aware of their cultural background and what it actually entails. By listening to other pupils sharing their cultural traditions, pupils are able to see differences and similarities between different cultures. Moreover, they might also gain insights into their own culture as other pupils with similar backgrounds might have a different view on that culture. In this activity, the second and third objective are addressed. As pointed out in the interviews by W., it is wise for teachers to carefully consider the cultural composition of the pupils. Some pupils might feel uncomfortable discussing their cultural background, and for others culture may be a sensitive topic. The teacher should therefore create an open environment in which pupils feel free to either talk or listen. In the fifth task, all three objectives and

²⁶ The video is on YouTube, created by Crash Course, and can be retrieved through <https://www.youtube.com/watch?v=RV5OAV7-Iwc>

several higher order tasks are combined. Pupils have to deliberate with each other on their definition of culture, and have to come to an agreement. Besides this, they should also discuss their own cultures with each other and see whether and how they can be related to each other. With this task, pupils gain insight into the cultural background of their peers, and learn how those cultures differ and compare to each other. The teacher walks around and checks the progress of the groups, and helps groups that seem to struggle with the assignment. At the end of class, all groups present their mind maps, showing their definition on culture and the cultural diversity of their own group. This task serves as reflection for the pupils as they hear their peers' definitions and see how that differs from their own. The teacher should connect definitions and point out important differences, thereby showing that culture is difficult to define.

The second detailed lesson plan provided in this chapter is presented in Table 11. This covers the third lesson, as the second lesson in the lesson series only consists of pupil presentations.

Lesson 3	Topic	Objectives After this lesson pupils:	Learning Activities	Higher Order Task of Learning Activity
Language Skills				
Reading & Speaking	Culture in Perspective	Are aware of how their culture is presented in media	1. Pupils show at least 3 articles/tv-broadcasts/other forms of media concerning one specific culture (homework)	Analysis
		Understand how media can spread or defy culture	2. Teacher-led plenary discussion of the articles. Pupils respond to each other's articles.	Debating
		Are able to analyze how culture is treated in media through framing	3. Pupils make a media file which represents two cultures, in groups of 6.	Analysis, Deliberation, Systemic thinking & Decision making
			4. Pupils present their file, focussing on how the two cultures are represented, and how this representation differs.	Presenting & Reflection

Table 11: Culture I, Lesson 3, Lesson Plan Grid

Justification of Objectives

The objectives are based on the general objectives of Culture I, especially the third and fourth, addressing the ways in which culture influences perspectives, and the awareness of other cultures on a global scale. Where the first lesson mainly functioned as introduction to the domain and topic, the third lesson is more demanding, and requires much more input from the pupils. Here, pupils explore culture and how culture can be represented by larger bodies (in this case the media). Through this, pupils learn that cultures can be stereotyped, exaggerated, misrepresented, and depicted wrongly.

Justification of Learning Activities and Higher Order Tasks

The main theme of this lesson is culture and its reflection in media. As homework, pupils have to collect news articles, TV-broadcasts, or other forms of media (podcasts, radio) that concern one particular culture. This encourages them to watch the news, and engage either with other cultures, or dive in their own. Apart from this, pupils have to decide for themselves which articles represent one culture. They are allowed to bring several forms of media to the classroom, but they are required to look for authentic, challenging and meaningful sources. All these factors are based on CLIL-principles, and increase pupils' motivation (Lagabaster, 2011, p. 14). This is because pupils are autonomous in their choice of culture, are free to search for their own sources, and are allowed to have articles on any topic, as long as it represents one culture. To do this, they have to read their sources critically to check whether they meet all requirements, thereby using the higher order task of analysis. During the lesson, the teacher asks the pupils to show their peers what media they brought and which culture they picked. Here, to ensure rich interaction, the teacher asks pupils to respond to each other's sources and cultures, focussing on peculiarities of the source and/or culture. The teacher takes one article brought by the pupils to explain the concept of framing, since this is important for their analysis of culture in their media file. Then, pupils should form groups of six, to concoct a media file that represents two different cultures. During the first lesson, most activities were individual or plenary, here it is a group discussion, thereby meeting the CLIL requirement of differing communicative interactions (Meyer, 2010, p. 23-24). The media files should pay attention to how the cultures are represented, whether there are differences between these representations (in terms of wording, descriptions). While the pupils are busy with these files, the teacher walks around, answers questions, and helps struggling groups. During the creation of this file, pupils have to read the articles critically and focus on how the culture is described, they have to deliberate with their peers and decide which parts are more relevant than

others, they have to compare and contrast the descriptions of the cultures. It can be said that this is a rather complicated task, as it requires pupils to use several higher order tasks. The multiplicity of these tasks during this lesson could spark the development of critical thinking, which is one of the aims of the proposed curriculum (Barak, Ben-Chaim, and Zoller 2007, p. 367). The complexity and combination of several Cs (as described by Coyle, 2007, p. 457) however, makes it a challenging CLIL-task. The desired output is a presentation of the media file. Some groups are asked to show their peers and their teacher what they found, and what their conclusions about their culture's representation are; is the culture represented well, or are their major points of approval? After the presentations, pupils are allowed to ask questions, which can be linked to Meyer's (2010) suggestion of rich input.

Assessing Culture I

Culture I is the first of three parts of the cultural domain. The assessment of this part should address the objectives, and the main language skill that has been determined. The main language skill of this month is speaking. To briefly recall, the objectives are:

After/during this month, pupils should

- learn the definition of culture.
- explore their own cultural background
- know that and how culture influences their own perspectives.
- become aware of the different cultures on a global scale.

As explained earlier, the assessments should be authentic assessments, since this is in accordance with the CLIL-approach (Barbero, 2012). The assessment form that is selected to test the pupil's knowledge of Culture I is a speech. Pupils have to write a speech, and either have to perform it in class, or film it on camera and show it in class. The speech has to address their take on culture (showing their knowledge of its definition), whether and how the past month has changed the perspective on their own culture (reflecting on their cultural background), whether and how the past month has changed their view on culture on a larger scale (either nationally or globally)(demonstrating the awareness of several cultures, their potential benefits and conflicts, and the ability to reflect on this). The requirements of the speech thus are related to the objectives of Culture I. The speech itself can be seen as an authentic assessment as described by Wiggins (1998, in Barbero, 2012). Such assessments neatly combine language with content, and can be associated to the real world. They invite pupils to share their ideas and use their creativity by forming statements that are based on learned information (Barbero, 2012). By using authentic

assessments, the pupils' ability to think critically are addressed as well. D.'s critique on the lack of reflection in the assessments is thus solved with the form of assessment. The speech has to be written and shown in English, and the written version has to be handed in too. By asking pupils to give their definition of culture, and reflect on their own culture and the co-existence of several cultures, they are asked to think about the real world. Interviewee D. expressed her concern on the lack of reflection in the general line of assessment in the proposed curriculum. The speech offers much opportunity for the pupils to critically reflect on their perspective on culture. Their creativity is triggered by the form of the assessment; a speech can be written in many ways, and performed in many ways as well. They are free to pick their preference, and are encouraged to ask the teacher for advice when in doubt.

Grading the assessment is to be done with rubrics²⁷, as Barbero (2012) proposes. She uses several, each for a different purpose. The first can be found in Figure 6.

Scores	Descriptors
1 Unsatisfactory	Student shows no knowledge of the subject and specific vocabulary.
2 Almost satisfactory	Student is lacking necessary background knowledge and uses specific vocabulary wrongly.
3 Satisfactory	Student has essential knowledge of the subject. He uses specific vocabulary correctly.
4 Good	Student shows a complete knowledge of the subject. He properly uses specific vocabulary.
5 Excellent	Student shows a complete and thorough knowledge of the subject.

Figure 6: Holistic Rubric (Barbero, 2012, p. 50)

Figure 6 shows a holistic rubric, which judges content and language at the same time. This seems rather handy, but is potentially problematic, as pupils may have strong content, but poor language use and vice-versa. This rubric can therefore be used as a general guideline. The rubrics in Figure 7 and 8 split content and language use, and should therefore be used together. They make a neat couple, as they offer more details and pupils are able to get

²⁷ All rubrics used in this chapter are from Barbero (2012).

meaningful and helpful feedback. As can be seen in Figure 8, there is no separate assessment for critical thinking or reflection, so such requirements need to be added.

Accuracy	Consistent grammatical control and appropriate use of vocabulary.	Good grammatical control and generally appropriate use of vocabulary.	A few mistakes in grammar and vocabulary use do not lead to misunderstanding.	Systematically makes mistakes in grammar and vocabulary use but the message is generally clear.	The systematic grammar mistakes and the narrow range of vocabulary makes the message meaningless.
Fluency and Interaction	Can express him/herself with a natural flow and interact with ease.	Can express him/herself and interact with a good degree of fluency.	Can express him/herself and interact with a reasonable degree of fluency.	Can manage the discourse and the interaction with effort and must be helped.	The communication is totally dependent on repetition, rephrasing and repair.

Figure 7: Rubric assessing Content, for general use (Barbero, 2012, p. 51)

Score		3	2	1
<i>Topic:</i>	Concepts Classification	Identifies concepts, classifies them and formulates verifiable hypotheses on process / problem solving	Identifies concepts, classifies them and formulates hypotheses on process / problem solving	Identifies concepts, classifies them and formulates hypotheses on incorrect process / problem solving
	Principles Sequences	Performs the procedures, collects and organizes data, makes appropriate conclusions	Performs the procedures, collects and organizes data, makes approximate conclusions	Performs the procedures, collects and organizes data, makes wrong conclusions
	Evaluation Creativity	Evaluates the results obtained, compares them with the hypothesis formulated, and confirms the results	The results coincide only partly with the concepts and assumptions made	The conclusions have no relationship with the concepts and assumptions made

Figure 8: Rubric assessing Language use, applicable to any language in any task (Barbero, 2012, p. 53)

Discussion and Conclusion: Presenting a Critical English Curriculum

This paper has tried to combine critical global citizenship with English language learning by creating a new curriculum for the fifth grade of pre-university education. It did so considering seven subquestions, which lead to the research question: *How can global citizenship education inform the English curriculum for the fifth grade of pre-university education?*

The first subquestion *What type of global citizenship should be used in the proposed curriculum?* has been answered with critical global citizenship that is informed by Delanty's (2006) critical cosmopolitanism. Its counterpart soft cosmopolitanism is based on Kant and Rousseau's philosophy that could lead to naive and potentially problematic views in which Western states and Western culture dominate and are superior to other states and cultures (Andreotti, 2006). Critical cosmopolitanism, on the other hand, considers the complexity that exists naturally in a world in which multiple cultures have to co-exist. In this perspective, the world is imagined complexely, international political and cultural relations are considered, and all this is done in a self-reflective and critical way (Delanty, 2006). Since the aim of the proposed curriculum is for pupils to create a sense of critical global citizenship while they improve their English skills, the philosophy of critical cosmopolitanism fits best.

In the second subquestion the teaching of the current English curriculum is addressed: *How is English currently taught?* The current English curriculum for the fifth grade of pre-university education consists of language requirements and literature (Richters and Vissers, 2013). The language requirements are based on the language levels in the *CEFR* as described by the Council of Europe (2003), and the pupils in the fifth grade of pre-university education have to obtain a C1-level in reading, and a B2-level in writing, speaking and listening. In the classroom, there is a strong emphasis on reading, as half of the final mark of English is decided with a reading test (Fasoglio et al., 2015). Besides this, many English curricula on secondary schools are formed by the course books that are used (Fasoglio, 2015, 2015). Some schools offer extra-curricular English to their pupils in the form of TTO or Cambridge English exams.

The third subquestion is *How is citizenship currently taught?* All Dutch schools are required to teach social studies in higher secondary education. Here, the emphasis mostly lies on the internal organizational and political structure of the Netherlands, and only marginally addresses international political or social issues ("Examenprogramma

maatschappijleer VWO”, 2017). Some international schools teach the IB program, in which citizenship and the creation of internationally oriented, independent, critical thinkers has a central role in the curriculum (“What is an IB education”, 2015). Other schools both international and TTO offer the IGSCCE course Global Perspectives. The course “provides opportunities for enquiry into, and reflection on, key global issues from a personal, local/national and global perspective” (“Syllabus Global Perspectives”, 2017, p.3).

The fourth subquestion can be connected to the third one, as the answers partly overlap: *Are there courses that offer a global perspective to pupils in secondary education in the Netherlands?* Courses as Global Perspectives and the IB-program both offer an international perspective to pupils. They both focus on international issues. The difference, however, is that Global Perspectives is a single course, given over a year, while the IB-program covers the pupil’s entire school career from primary education until the end of secondary school. Apart from this, bilingual education offers a global perspective to its pupils as well, as most TTO schools use the CLIL-approach in their bilingually taught classes. The global perspective that is offered in the CLIL-approach is the addition of interculturality as core component (Coyle, 2007).

In chapter 3, a new curriculum is proposed, and the fifth subquestion *How are the insights of the currently existing courses on citizenship and global orientation used in the proposed curriculum?* is answered. Not all previously mentioned courses or extra-curricular activities have been taken into consideration in the proposed curriculum. The ones that have been taken as sources of inspiration are Global Perspectives, the IB-program and CLIL. Global Perspectives can mainly be found back in the line of progression within the domains. The domains consist of three topics that increase in difficulty and tend to shift from the personal level, to the national level, and on to the international level. As can be seen in the lesson plans, this shift also takes place in one topic. This is similar to the way in which Global Perspectives is structured (visible in Figure 2), since in that course, there is one topic that is addressed from a personal, national/local, and international perspective (“Syllabus Global Perspectives”, 2017). As said before, the IB-program has a strong emphasis on critical and reflective thinking (“What is an IB education”, 2015). This is also important in the proposed curriculum, since it is informed by critical cosmopolitanism; an approach in which critical thought and reflection is of vital importance. This view is particularly visible in the aims and objectives of the curriculum overall and the separate domains: the domains are based on the three axis (social, cultural and political) of critical cosmopolitanism, and the objectives state pupils should be able to understand the context of the domains and critically reflect on these context from a

personal and objective perspective, which encourages their critical engagement. Through the topics of the domains and their line of progression, the curriculum intends to develop pupils' abilities to reflect critically on their own position in the world, and on power relations between states on an international level. So far, the insights have been implemented at the macro level of the curriculum. The CLIL-approach, however, is also implemented at the micro level, since the lesson plans have been designed from a CLIL-perspective. CLIL is an interesting concept, as the possibilities for its implementation are endless, pupils process their language learning on a deeper level, which is beneficial for their English skills, and it works motivational (Lagabaster, 2011). The concept of the integration of language and content that is the core of CLIL is applied to the entire curriculum, and the intercultural core component of CLIL is visible in all domains. The pedagogical consequences of this application can best be seen in the lesson plans provided in chapter 5. There, CLIL is responsible for the internal structure of the domains, the organization of the lessons series, and the formation of individual lesson plans.

The interviews in chapter 6 are meant to test the curriculum, answering the following subquestion: *Is the proposed curriculum teachable and feasible?* The overall response of the two interviewees is that the proposed curriculum is teachable and feasible, but that elaboration is needed to make any definitive statements. The increasing difficulty of and in the domains is valued by the interviewees. One of the main concerns that is expressed in the interviews is that the objectives of the curriculum are too ambitious, as they require pupils to reflect critically on their gained knowledge and only use English in the classroom. The latter is potentially problematic with emotional discussions, and pupils have too little knowledge of English to make a nuanced argument. Although the concerns about the level of ambition of the proposed curriculum's objection is taken seriously, it is argued that the standard cannot be lowered, since this could potentially result in a curriculum informed by soft global citizenship, which is exactly what this paper has argued against. As explained earlier, the current objectives and domains neatly fit Delanty's (2006) critical cosmopolitanism. That means that all three axis of critical cosmopolitanism are considered in the curriculum, and that, at the end of the year, pupils understand all three domains and are able to critically reflect on them. Removing one of the axis, or requiring pupils to understand (one of) them to a lesser extent, creates a misbalance between the axis, while all three are essential to critical cosmopolitanism. This would thus open the door for citizenship education that is based on soft cosmopolitanism. Although the objectives are not changed, suggestions are done to improve the proposed curriculum

based on the interviews with the two teachers.²⁸ The suggestions are not further elaborated here, as they have been addressed in chapter 5 in the design of the lesson series, and will be briefly touched upon in the next paragraph.

Lastly, after the interviews, a lesson series of the first domain of the proposed curriculum is provided as example of how the proposed curriculum can be taught and implemented. The suggestions of the interviewees have been taken into account in these lesson plans. One of the most salient examples of this, is that the order of the domains has been changed. D. pointed out in her interview that it is probably easier for pupils to start the proposed curriculum with a domain they are familiar with, namely culture, rather than the more complex and less transparent domain power/inequality. Attention has also been given to W.'s concern about the sensitivity of multicultural discussions in multicultural groups. By allowing pupils to think about their culture, and share their cultural background in an open and safe environment, they might become more aware of its oddities and a shared commonality between cultures, thereby creating a mutual understanding about each other's culture. As stated before, the lesson series is also based on the integration of content and language and the CLIL-approach. The 4 Cs (content, communication, cognition, culture) are present in the lesson series, and Meyer's (2010) pyramid is used during the design of the lesson series to ensure the presence of these 4 Cs. This results in a lesson series that contains rich input, meaningful communicative interaction, several higher order tasks, and multiple communicative settings. There is a particular emphasis on the higher order tasks, as these encourage the development of critical thinking (Barak, Ben-Chaim, and Zoller, 2007). The individual lesson plans and assessments are also based on the CLIL-principles. The latter results in authentic assessments which require pupils to use their critical and creative thinking skills, and are graded with Barbero's (2012) rubrics.

To conclude, this paper has tried to fill the gap of an underlying vision in the current curriculum by adding a critical global citizenship component, by answering the research question *How can global citizenship education inform the English curriculum for the fifth grade of pre-university education?* It can be argued that global citizenship education can inform the English curriculum for the fifth grade of pre-university education when it is based on critical cosmopolitanism, uses relevant obtained experiences from other related courses, and structures the lesson series around the CLIL-principle.

²⁸ The suggestions and revised curriculum can be found in the appendix

Limitations & Suggestions for Future Research

The biggest limitation of this paper is that the proposed curriculum could not be tested in a secondary school context, meaning it was not taught. The lesson plans that are suggested here have to be expanded and the entire cultural domain, or even the entire curriculum, should be designed. When this is done, the proposed curriculum could actually be taught at secondary education. Future research and design thus has to be done to establish how the entire proposed curriculum could be taught and whether it truly is feasible to both teachers and pupils. More importantly, the curriculum needs to be implemented on multiple schools with different religious, and/or cultural, backgrounds to see whether and how it functions in differing contexts. As pointed out in the interviews, the domains considering culture or political imbalances might be sensitive for pupils with non-Dutch origins.

What should also be pointed out here, is that the number of interviewees is too little to be representative for the Dutch teacher population. Although their corresponding points of criticism or agreements can be seen as pointers of where the proposed curriculum should be heading, but it is impossible to draw any definitive, or even valid conclusions based on the interviews. More interviewees are thus needed to be able to do this. The designed lesson plans should also be included in any future interviews. It might also be informative to interview pupils as well, to see how they respond to the curriculum and its lesson plans, and to ask whether they have any points of improvement or components they particularly approve of.

The development of critical thinking in pupils forms a significant part of the proposed curriculum as well. This paper has not paid explicit attention to how critical thinking can be developed in pupils however. Future research could pinpoint how this is done, and whether and how this can be established in secondary education, by suggesting some educational needs for pupils in this respect. These suggestions can then be considered in the topics discussed in the domains, and during the development of materials and course books for example.

This paper focuses on the fifth form of pre-university education. It is thought that critical thinking can be taught to any pupil at any level, as long as it is taught well. Future research could dive into the possibilities of how the proposed curriculum can be changed to fit other levels and/or other years.

D.'s suggestion that the curriculum may have to be implemented in multiple courses or multiple years to make the development of critical thinking in pupils more likely moves

multiple steps beyond the previous suggestions. Although it is a salacious idea, all previous suggestions done in this paper need to be thoroughly researched before the proposed curriculum can be implemented in multiple courses.

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Language Levels as Described by the *CEFR*

As can be seen in Figure 1, there are 6 language levels divided in A, B and C (Council of Europe, 2006, 23). A is the basic user, B is the independent user and C the proficient user. Language learners develop from stage A to C during the language learning process.

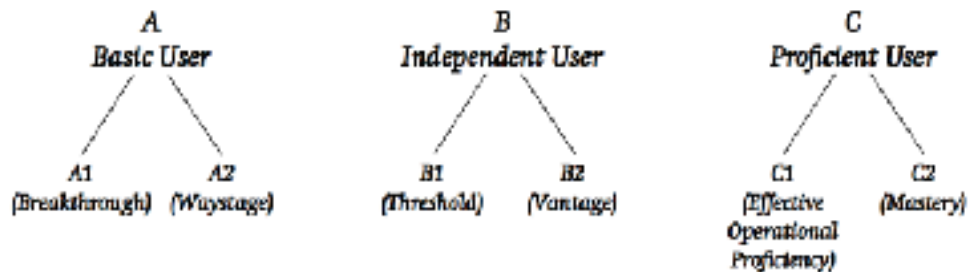


Figure 1: The 6 language levels as divided in user (Council of Europe, 2006, 23)

The language levels are described in Figure 2.

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Figure 2: Description of Language levels (Council of Europe, 2006, 24)

Interview Questions

Current Curriculum

- 1 What do you think of the current English curriculum for 5VWO?
- 2 What do you think could be improved/added/changed?

Proposed Curriculum

- 3 Do you understand the objectives of the curriculum?
- 4 To what extent do you agree with these objectives?
- 5 What do you think of the content of the new curriculum?
- 6 What do you think of the structure?
- 7 What do you think of the content of the domains?
- 8 Do you think the domains fit the objective of the curriculum?
- 9 Do you think the English language and the domains are well balanced in the curriculum?
- 10 Do you understand the main idea of the domains?
- 11 Do you think students in 5VWO are able to understand the domains?
- 12 Do you think the proposed topics in the domains are teachable to pupils?
- 13 How would you teach the domains? => What topics would you want to discuss?

Reflecting on the Proposed Curriculum

- 14 What would you do differently?
- 15 Is there anything in this curriculum you think is too ambitious for this grade?
- 16 What should be changed to make sure it suits the level more?
- 17 Are there any other aspects or components you would change or add maybe?

- 18 Would you be willing to teach this curriculum to your 5VWO pupils? Why, or why not?

Transcription of Interview with D.

What do you think of the current English curriculum for 5VWO?

overheid: prima =>

School: geef CAE engels. ambitieus met 3 literaire werken in 1 jaar. qua niveau is het allemaal haalbaar. Schrijfvaardigheid is moeilijker. Literatuur geven scholen eigen invulling aan. 5 weken Fahrenheit 451 & poepie. gedichten analyseren, in de klas behandelen termen etc.

What do you think could be improved/added/changed?

Meer literatuur in de klas. Ya is leuk, maar is wat de overheid. Vrije opzet is prettig. Controle factor is wel moeilijk. ene school wel ander onderwijs dan op de andere.

Do you understand the objectives of the curriculum?

ja snap ik. wat vind je ervan: ambitieus.

je gaat uit van een sterke kennisbasis van leerlingen.

Qua opbouw. Interdisciplinair werken zou een oplossing kunnen zijn. Beginnen met cultuur vanwege leerlingen begin daar en daarna naar de curriculum op nationaal niveau

To what extent do you agree with these objectives?

wereldburgerschap goed. kritische reflectie is moeilijk voor leerlingen. eerste twee zijn wel haalbaar. reflecteren wordt wel pittig.

What do you think of the content of the new curriculum?

Toetsing is lastig. ik snap ze. volgorde omdraaien. eerst cultuur, dan power dan responsibility.

Cultuur moeilijk afbakenen in multiculturele klassen.

eerst lezen dan luisteren. skill bij inhoud van

Interdisciplinariteit is nodig om het allemaal rond te krijgen.

onderwerpen in tabellen qua periodes zorg dat dat duidelijk is.

What do you think of the structure?

Opbouw is goed. Element wat ik mis is reflectie. Geïntegreerde toetsen kan wel. Is veel werk voor docenten. Reflectiedossier. Skills zitten er wel in, maar reflectie zit er niet permanent in.

Wat wil je in tabel 6? => opbouwende lijn of moet dat altijd terugkomen
vocab, grammar, fluency

Suggesties maakt het wel wat vaag. Objectives per periode => getoetst of leerdoelen?

Opnemen in CITO

What do you think of the content of the domains?

Doelen zijn ambitieus. I=Leerlingen mogen wel gechallenged worden, maar informed opinion might be better. Bij domein Culture zou je er 1 kunnen kiezen om je te beperken.

Do you think the domains fit the objective of the curriculum?

ja

Do you think the English language and the domains are well balanced in the curriculum?

Invulling van de school is zeer bepalend. Hoeveel info geef je ze, hoe diep wil je gaan.

Lesboeken doen ook aan UN

Do you understand the main idea of the domains?

Ja

Cultuur gaat over eigen cultuur en hoe beïnvloed cultuur andere culturen, wat neem je op uit andere culturen. van daaruit verder bouwen naar wat is de macht van cultuur. kan cultuur ook onmacht bij andere culturen veroorzaken.

Goeie progressie van elementen. Wat houdt cultuur in voor jezelf en voor de rest van de wereld.

Do you think students in 5VWO are able to understand the domains?

Ja.

Do you think the proposed topics in the domains are teachable to pupils?

Ja. Dit zijn dingen in de oppervlakte krijg je ze er wel doorheen. Hoe diep wil je gaan. Ze zijn er wel bekend mee. Hoe in depth wil/kan je zelf gaan .

How would you teach the domains? => What topics would you want to discuss?

boeken lezen! Cultuur schrijfvaardigheid en spreekvaardigheid. Leerling veel laten doen en ontdekken. speaking presentaties over cultuur infiltratie. hoe Afrikaanse culturen worden weergegeven. Leeswerk voor power/inequality. News paper files aanmaken die hiermee te maken hebben.

Post-coloniale dingetjes Persepolis graphic novel over meisje

What would you do differently?

doelen minder hoog stellen. Engageren, doelen voor docenten in engels is leerling kan engels op dit niveau. het hoeft niet persé. je luistert naar 1 onderwerp => vocabulaire wordt wel narrow => is moeilijk

vaardigheden anders. Koppelen en door elkaar heen.

Is there anything in this curriculum you think is too ambitious for this grade?

ze moeten het aankunnen. het is wel pittig. niet alleen bij Engels doen, ook bij andere vakken.

What should be changed to make sure it suits the level more?

Nee, ik denk het niet. Invulling is vrij. Je kunt er wel wat mee.

Are there any other aspects or components you would change or add maybe?

Toetsing iets uitgebreider. Hoe je reflectie inbouwt of hoe je dat voor je ziet maak een suggestie. Het moet op een manier ingebouwd worden.

Uitwerking is helder

Implementable

Would you be willing to teach this curriculum to your 5VWO pupils? Why, or why not?

Onderdelen ervan wel. Als heel curriculum is t vrij pittig. Gs => pink empire dan wij over post-colonial. samenwerking tussen vakken. Debatteren bij NL, dan ook bij En.

Transcription of Interview with W.

Current Curriculum

What do you think of the current English curriculum for 5VWO?

Ik heb er eigenlijk geen aanvulling of kritiek op. De brede opzet vind ik juist prettig en het is goed dat scholen hun eigen invulling mogen geven.

What do you think could be improved/added/changed?

Dat zou ik zo niet weten

Proposed Curriculum

Do you understand the objectives of the curriculum?

Ja. het algehele curriculum is nogal ambitieus.

To what extent do you agree with these objectives?

Ik ben het eens met de doelen, mar vraag me wel af hoe ze ingevuld zullen worden. Als de basis niet consensus is, kan er geen discussie worden gevoerd in de tweede taal.

What do you think of the content of the new curriculum?

Leerlingen hun eigen positie laten onderzoeken in een wereld van machtsrelaties.

De inhoud is behoorlijk breed en ik heb er geen concreet beeld bij hoe dit overgebracht gaat worden. Ook zal per school gekeken moeten worden naar de invulling want op scholen waar leerlingen een persoonlijke relatie hebben met het koloniale verleden kan het wel te persoonlijk worden.

What do you think of the structure?

Prima. Het is meer een geïntegreerde aanpak. Dat is vergelijkbaar met wat we nu hebben => elk hoofdstuk behandelt alle vier de vaardigheden met de een meer nadruk op spreken de ander op lezen en als er een leestoets aankomt besteden we daar meer aandacht aan.

What do you think of the addition of the domains?

Interessant, maar ik vind wel dat het vak Engels vooral bezig moet zijn met het aanleren van Engels.

What do you think of the content of the domains?

Ik vind de onderwerpen behoorlijk breed en heb concrete lesplannen nodig om te kunnen zeggen of dit te doen is of niet. De inhoud zal toegespitst moeten worden per school. Hier is het goed te doceren, maar multiculturele klassen waarin leerlingen lijnrecht tegenover

elkaar kunnen staan in ideeën en geloof zullen een stuk minder geschikt zijn voor dit curriculum. Ik ben vooral benieuwd naar hoe je post-colonial literature aan zou bieden aan leerlingen. Ook dit onderwerp is heel breed en ligt er echt aan de onderbouwing hoe de leerlingen het zullen ontvangen. Aansluiten bij actualiteiten proberen we nu ook wel, en ik heb de Brexit ook wel besproken maar dan aan het einde van de les 5 minuten even de BBC want meer tijd is er niet om dat uitgebreid te bespreken. Het kost teveel tijd om zelf al je lesmaterialen te maken.

Do you think the domains fit the objective of the curriculum?

Ja

Do you think the English language and the domains are well balanced in the curriculum?

Ja => geïntegreerde opzet van grammatica is zoals het nu ook aangeboden wordt.

Teachability of the domains

Do you understand the main idea of the domains?

ja

Do you think students in 5VWO are able to understand the domains?

J in principe wel, maar alles valt of staat met lesplannen en methoden.

Do you think the proposed topics in the domains are teachable to pupils?

Ja, maar gevoelige onderwerpen als homoseksualiteit in de vreemde talenklas weet ik niet of dat moet. Emoties lopen te hoog op. Voorkeur gaat naar onderwerpen die iets minder emotioneel zijn waardoor ze wel in de tweede taal gevoerd kunnen worden. Doeltaal is op zich al moeilijk genoeg.

How would you teach the domains? => What topics would you want to discuss? Literatuur!

White Tiger doen we nu op school. Ik ben zelf niet expert genoeg om iets over power relations of culture te onderwijzen op school. Leerlingen weten daar zelf al veel van, maar ik wil dan toch een expert zijn op deze gebieden. Ik heb echter geen tijd om me daarin zo goed in te lezen, dus adv lesmateriaal zou het wel kunnen.

What would you do differently?

Ik heb zo geen onderwerpen die ik zou willen bespreken als onderdeel van een domein.

Wat ik mooi vind is de persoonlijke insteek naar de leerlingen toe. Ze moeten zelf aan de slag en hun eigen belevingswereld linken aan de lesstof. Dat is iets wat ik zelf ook mee zou willen nemen.

Improvements:

Is there anything in this curriculum you think is too ambitious for this grade?

Algemeen vrij ambitieus maar als het goed wordt aangeboden is het zeker haalbaar

What should be changed to make sure it suits the level more?

Kan ik zo even niet bedenken

Are there any other aspects or components you would change or add maybe?

Add: literatuur eisen => terminologie wordt wrs wel besproken tijdens literatuur lessen, maar ik ben dan toch de traditionele docent die het zonde vindt wanneer dit niet gedaan wordt. wat ook een goeie toevoeging zou zijn is humor. Humor wordt vaak vergeten, maar vraagt veel van de taalvaardigheid van de leerling. wanneer we nu White Tiger voorlezen ben ik de enige die aan het lachen is. Een leerling vroeg zelfs mevrouw vindt u dit nu echt leuk?

Implementable?

Would you be willing to teach this curriculum to your 5VWO pupils? Why, or why not?

Ja als dit uitgewerkt zou worden zou ik dit heel graag een jaar willen uitproberen.

Suggestions & Critique on the Proposed Curriculum by the Interviewees

- The suggestion to change the order of the domains has been included in the revised curriculum. Since both the approach and content of the proposed curriculum is new to pupils, it might be easier to start with a domain they are familiar with. The culture domain is then followed by power/inequality, after which is the responsibility domain.
- When considering the remarks made on the content of the cultural domain, it is agreed that this domain creates potential problems in multicultural settings. Teachers should consider the cultural diversity of the pupils carefully whilst preparing their classes of the cultural domain. It should be noted, however, that the topics proposed in this paper are merely examples of possible interpretations. Each school has the freedom to give their own interpretation to the domains and their content, meaning that when they feel uncomfortable discussing a certain topic, they are free to pick another as long as the process of critical thinking development is not harmed.
- The narrow vocabulary is an apt concern, which has not been considered before the interviewee mentioned it. In this curriculum teachers are invited to use a broad range of sources that connect to the domains. Newspapers, literature, film, theatre, speeches, YouTube, anything could work when used well. The content of these sources may be similar, but when using a wide variety of sources, the poor vocabulary range might be obviated. As demonstrated in the proposed lesson series and two detailed lesson plans
- Specifying the general line of assessment is necessary indeed and the emphasis on critical reflection in the curriculum's objectives should be added to the assessments as well. It is necessary to point out here, that only a general line of assessment can be provided here, given that the curriculum is meant to be implemented on a macro-level. Schools should be able to decide for themselves which way of assessing they prefer.
- One interviewee is right to state that most teachers have to be educated on critical global citizenship, before they are able to teach it properly. This ties in with the longitudinal study by Keaton et al. (2010) that argued that teachers need to be trained to ensure success in citizenship education. It is therefore recommended that teachers are educated on critical global citizenship before they start to teach it.
- Lastly, the idea of adding a critical citizenship education component in multiple classes is interesting. It is fair to state that it is unlikely pupils can obtain all objectives with only one year to develop critical thinking. To make this more feasible and easier on English teachers, a broadly implemented curriculum informed by critical citizenship education is

needed. However, creating such a curriculum requires much more research than can satisfactorily be done in this paper and will therefore not be included in the appendix.

Critical Global Citizenship Education Incorporated in a New English Curriculum for the Fifth Grade of Pre-University Education

Language Domain	Required Level/Requirements
Reading	B2/C1
Listening	B2
Speaking	B2
Writing	B2
Literature	Pupils should be able to: <ul style="list-style-type: none"> - provide a well-argued review of at least three literary works - distinguish several literary genres, themes, and be familiar with terminology - give an overview of history of literature (Examenprogramma moderne vreemde talen vwo)

Table 1a: Structural overview of current English curriculum

Language Skills	Domains
B2+ in reading, writing, listening and speaking.	Power/Inequality
B2+ in reading, writing, listening and speaking.	Culture
B2+ in reading, writing, listening and speaking.	Responsibility

Table 1b: Structural overview of content of new English curriculum

Time Frame	Domain	Language Level
Period 1 (September-November)	Culture	B1/B2
Period 2 (November-February)	Power/Inequality	B2
Period 3 (March-May)	Responsibility	B2+
Period 4 (May-July)	Power/Inequality, Culture, Responsibility	B2+/C1

Table 2: Time-Frame of Curriculum

Culture	First half of September	Second half of September, First half of October	First half of November
Topic (s)	Culture, own cultural background, history of that culture	Influence of culture in own thinking, nationalism/patriotism, universalism.	Americanization, Asian popular culture
Objective	Pupils explore the domain, learn the definition of culture, dig into their own cultural background, and history of that culture, thus becoming aware of the influence of their culture on a global scale.	Pupils further their understanding of culture and its far reaching influence on individuals, states, and global issues.	Pupils are able to form their own well-informed argument on Western cultural appropriation and the rise of Asian popular culture in the West.
Main Skill	Listening	Reading	Speaking (Presenting)

Table 3: Possible Interpretation and Structure of Second Domain covering Culture

Power/Inequality	Second half of November	December	January
Topic (s)	Hegemony, the Pink Empire, the Commonwealth	Post-Colonial Literature	Inequalities post 9/11
Objective	Pupils explore the domain, come to terms with its content, and start to see power relations/inequalities between states.	Pupils develop further understanding of domain, as they discuss large global issues such as exploitation, post-colonialism, and fragmented globalization.	Pupils are able to convey their own thoughts on international inequalities that are based on power disturbances.
Main Skill	Reading /Listening	Reading/Speaking	Writing

Table 4: Possible Interpretation and Structure of First Domain covering Power/Inequality

Responsibility	February	March	April
Topic (s)	Voluntary work abroad, seeing the world as the West	Foreign policy, peace keeping missions	War on terror
Objective	Pupils are introduced to the theme, developing an understanding of their own role in cultural appropriation.	Pupils understand both positive and negative consequences of a foreign policy and further their understanding of the Western responsibility of international conflict.	Pupils are able to convey their argument on individual, regional or hemispherical responsibility towards current international issues and conflicts.
Main Skill	Reading	Listening	Writing

Table 5: Possible Interpretation and Structure of Third Domain covering Responsibility

Domain Knowledge	Language Use
Ability to explain main focus of domain.	Eloquency/fluency
Ability to connect discussed topics in domain.	Accurate use of Grammar
Ability to form an original and personal argument based on gained knowledge.	Accurate use of terminology
Ability to reflect on own position in relation to domain.	Exemplify required language level (B2+)

Table 6: General Line of Assessment of New Curriculum

Materials and Resources

To offer pupils a broad range of vocabulary, use of diverse and authentic sources is necessary. Examples of such sources could be newspaper articles, literature, (slam)poetry, film, theatre, speeches, YouTube, etc. For examples, see the lesson plans of Culture I.

Culture I - Elaborate Lesson Plan 1

Date: 1 September	Class: A5D	Classroom: 308	Lesson Plan 1	
Learning Objectives Pupils, after this class pupils:			Materials, Resources, Media	
<ul style="list-style-type: none"> - Know the definition of culture - Are familiar with their own cultural background - Are aware of the cultural background of their peers 			<ul style="list-style-type: none"> - Crash Course Video on YouTube - Large sheets of paper 	
<p>Starting Situation Group Dynamic</p> <p>It is the first English lesson of the fifth year of pre-university education. The pupils already know each other rather well as they have attended school together for the last 4 years.</p>			<p>Learning Objectives Teacher, after this class I:</p> <ul style="list-style-type: none"> - Know whether the learning activities are effective - Learn more about the pupil's cultural background - Are aware of the differences between pupils and the homo- or heterogeneity of the cultures in the group. 	
<p>Starting Situation: The teacher is already present in the classroom when the pupils enter. A5D is a nice group and consist of hardworking pupils, who have their moments of rebellion, but these usually do not last long.</p> <p>They are about to start with the new curriculum.</p>				
Time	Part	Pupil Activity	Teacher Activity	Pupil Composition
2.5 mins	Welcoming pupils	Walk in, find seat, sit down.	Welcome pupils, talk to them, see how they are, direct them to their seats.	Plenary
5 mins	Introducing lesson	Listen to teacher	Teacher explains the coarse of the domain and the content of Culture I	Plenary
2.5 mins	Video watching	Listen to teacher	Introduce video	Plenary
10 mins	Video watching	Watch video	Watch pupils see whether they pay attention	Plenary
5 mins	Discussion	Discuss the video with 3 peers. What did they see and construct their definition of culture.	Teacher walks around and eaves drops pupils' conversations	Groups of 3

Time	Part	Pupil Activity	Teacher Activity	Pupil Composition
5 mins	Plenary discussion	Share definitions with peers and respond to the definition of others.	Leads discussion by appointing groups and giving turns to pupils.	Plenary
10 mins	Plenary discussion	Think of peculiarities in their own culture and share this (voluntarily) with the group.	Shares something of own culture or family tradition. Then asks pupils to do the same.	Plenary
20 mins	Make mind map	Pupils make a mind map on a large sheet of paper about culture. They have to include their definition and their own culture.	Walks around and supports pupils with answers to their questions. Proactively asks pupils whether they understand the task and helps where needed.	Groups of 3
10 mins	Pitch mind map	Pupils pitch their mind map in 1 minute.	Listens to pupils and connects the pitches to each other.	Plenary

Culture I - Elaborate Lesson Plan 3

Date: 8 September		Class: A5D	Classroom: 308	Lesson Plan 3	
Learning Objectives Pupils, after this lesson pupils:			Materials, Resources, Media		
<ul style="list-style-type: none"> - Are aware of how their culture is presented in media - Understand how media can spread or defy culture - Are able to analyze culture is treated in the media through framing 			<ul style="list-style-type: none"> - News articles - Newspapers - TV-Broadcasts - Other forms of media 		
Starting Situation Group Dynamic			Learning Objectives Teacher, after this lesson I:		
Starting Situation: The pupils are getting used to the domain and the structure of the lessons			<ul style="list-style-type: none"> - Can explain framing to pupils - Am able to support pupils properly while they work self-sufficiently - Am able to lead a discussion 		
Time	Part	Pupil Activity	Teacher Activity	Pupil Composition	
2.5 mins	Welcoming pupils	Walk in, find seat, sit down.	Welcome pupils, talk to them, see how they are, direct them to their seats.	Plenary	
10 mins	Homework discussion	Share their brought news articles and tell their peers what culture they focused on.	Listens to pupils, gives turns and learns who brought what type of media, and what cultures are represented.	Plenary	
10 mins	Homework discussion	Pupils tell their peers about one of their articles. They also respond to the articles of their peers.	Teacher leads the discussion on the brought articles and connects the responses of the pupils.	Plenary	
30 mins	Make media file	Pupils are in groups of 6 and make a media file that represents two cultures. They analyze the articles and focus on how the cultures are framed in the articles. They then compare the descriptions of the cultures and prepare a presentation on their findings.	Walks around, helps struggling groups and pays close attention to the pupils' activities, thereby checking whether they are on track and understand what they have to do.	Groups of 6	
15 mins	Presentations	Pupils pitch their file and what they found out about the cultural representations. They respond to the other groups (if time allows this)	Listens to pupils and connects the pitches to each other.	Plenary 81	