

# **CURRICULUM FOR MOTHER TONGUE TEACHING FOR LANGUAGE MINORITIES**

## **The objectives of the subject**

The curriculum for mother tongue teaching for language minorities may be used in primary and lower secondary school and in upper secondary education and training. The teaching based on this curriculum and on the curriculum for basic Norwegian is meant to promote adapted education in accordance with current regulations in the Education Act. The school owner / the school decides whether mother tongue teaching in accordance with the curriculum for mother tongue teaching for language minorities shall be included in the special Norwegian instruction.

The Education Act, section 2-8 (for the 10-year compulsory school) and section 3-12 (upper secondary education and training), states that pupils whose mother tongue is other than Norwegian or Sámi are entitled to special training in Norwegian until they are proficient enough in Norwegian to follow the regular school teaching. If necessary, such pupils are also entitled to mother tongue teaching, bilingual technical training, or both.

It follows from the premise for mother tongue teaching that the curriculum for mother tongue teaching for language minorities is a transitional plan, one that shall be used only until pupils are able to follow the teaching in accordance with the regular curriculum in Norwegian. The curriculum is level-oriented and not related to age and applies to pupils of different ages and with different experience backgrounds. Before the teaching begins, a decision shall be made for each pupil as to what level in the curriculum the teaching shall serve as a starting point.

The main goal of the teaching is to strengthen pupils' qualifications for gaining a command of the Norwegian language and thus enhance their learning options through the development of fundamental reading and writing skills, vocabulary and comprehension of terms and concepts in their mother tongue.

Intercultural understanding and the development of linguistic self-confidence are key aspects of the teaching. This can contribute to the development of a bilingual identity and a comparative perspective in Norwegian and the pupil's mother tongue. Furthermore, the teaching is intended to help develop sound learning strategies and promote insight into the pupils's own language learning.

In cases where the mother tongue in question is not a written language, it may nevertheless be used to support the teaching in reading and writing in Norwegian.

## **Structure**

The curriculum for mother tongue teaching for language minorities is a level-oriented plan not related to age. The competence aims are described for three levels and are largely based on the Common European Framework of Reference for Languages, which describes and defines six different language levels, from beginners' level (A1) to advanced level (C2), and what skills and knowledge of languages are associated with each level.

The curriculum for mother tongue teaching for language minorities is structured into four main subject areas, with competence aims formulated for each area. Except for the main subject area *Language and culture*, the main subject areas *Listening and speaking*, *Reading and writing* and *Language learning* were largely prepared with a basis in the first

three levels of the Common European Framework of Reference for Languages (A1, A2 and B1).

The main subject areas complement each other and must be viewed in relation to one another. Pupils who follow this curriculum may be at different levels when the teaching begins, and it may take some longer than others to reach the competence aims, depending on their previous knowledge of their mother tongue.

This subject is a common core subject for all the upper secondary education programmes. Learning in this subject shall therefore be made as relevant as possible for pupils by adapting each subject to its education programme as much as possible.

## Main subject areas

Overview of main subject areas

Main subject areas			
<b>Listening and speaking</b>	<b>Reading and writing</b>	<b>Language learning</b>	<b>Language and culture</b>
level 1	level 1	level 1	level 1
level 2	level 2	level 2	level 2
level 3	level 3	level 3	level 3

### Listening and speaking

The main subject area *Listening and speaking* concerns oral communication in one's mother tongue – that is, using the language orally in a variety of situations and when working with different subjects. A key aspect of this main subject area is the development of concepts and vocabulary.

### Reading and writing

The main subject area *Reading and writing* concerns developing reading and writing skills. It also covers text comprehension and text production within a variety of genres. Working with literary, technical and composite texts in one's mother tongue is also included in this main subject area. Key elements are promoting the love of reading and experience in reading literary texts.

### Language learning

The main subject area *Language learning* includes knowledge about one's mother tongue and insight into one's own language learning. The main subject area is about knowing the language as a system and being able to choose strategies and work methods that are appropriate for learning the language. A comparative perspective of one's mother tongue and Norwegian is also an integral part of this main subject area.

### Language and culture

The main subject area *Language and culture* is about looking at language and literature from a historical and international perspective. Also included is an awareness of appropriate language use in a variety of social contexts.

## Basic skills

Basic skills are integrated into the competence aims, where they are part of the technical competence and assist in its development. In terms of one's mother tongue, basic skills are understood as follows:

*Being able to express oneself orally and in writing* in one's mother tongue includes using the language in different ways in a variety of contexts. Oral skills include linguistic interaction. Written skills include the varied use of words and expressions, concepts, language patterns and the creation of texts.

*Being able to read* in one's mother tongue means, for most minority language pupils, being able to crack the reading code in the language they know the best and have the most experience listening to. Reading provides an opportunity for learning and gaining new experiences. It also involves participating in a text culture and developing the ability to understand and interpret a variety of texts.

*Numeracy* in one's mother tongue includes developing arithmetic skills in one's first language. This means understanding numbers and mathematical concepts. It also involves being able to read graphic presentations, tables and statistics. Furthermore, it involves logical reasoning and problem solving.

*Being able to use digital tools* in one's mother tongue involves expanding the learning arena by searching for and making use of complex, authentic texts from different genres. It includes communicating with others and producing, composing and editing texts. It also involves the critical assessment and use of sources. Showing due consideration for copyright and privacy protection is a key element in the use of digital tools.

## **Competence aims**

### **Competence aims for level 1**

#### **Listening and speaking**

*The aims of the studies are to enable pupils to*

- express their own feelings and opinions
- listen to, understand and talk about the content of oral narratives and other texts
- speak coherently about their experiences related to their school day, their family and their community
- understand and use numbers in practical situations

#### **Reading and writing**

*The aims of the studies are to enable pupils to*

- recognize numbers and the letters or characters of their mother tongue
- relate letters to sounds and bring the sounds together to form words, or use characters
- read adapted texts fluently and coherently
- understand and fill out simple forms with personal information
- write their own texts, digitally and in functional handwriting
- employ simple strategies for reading comprehension
- find books or digital texts in their mother tongue

#### **Language learning**

*The aims of the studies are to enable pupils to*

- experiment with speech sounds, words and expressions, rhymes and jingles
- relate personal experiences by means of words, drawings, pictures, music and movement
- talk about how words and pictures work together in a given text
- understand and reflect on the relationship between speech and written language
- describe and assess their own language learning work

## **Language and culture**

*The aims of the studies are to enable pupils to*

- talk about the content of fairy tales, songs or poems
- talk about and summarize the gist of puzzles, jokes or other humorous texts
- talk about persons and actions in texts about everyday life, stories or other relevant literature

## **Competence aims for level 2**

### **Listening and speaking**

*The aims of the studies are to enable pupils to*

- give expression to their own thoughts, feelings and experiences
- listen to others and respond to other people's stories, descriptions and messages
- converse with and pose questions to their fellow pupils about technical topics and everyday events
- talk about the content of films, computer games, literary texts and plays
- explain and use technical words and concepts

### **Reading and writing**

*The aims of the studies are to enable pupils to*

- read different types of text with an understanding of the content
- read and understand simple tables and graphic presentations
- repeat, in their own words, information from school texts
- structure their own texts with headings, an introduction and a conclusion
- write coherent texts, stories and letters
- conduct information searches and create, store and retrieve texts with the aid of digital tools
- use dictionaries and digital aids

### **Language learning**

*The aims of the studies are to enable pupils to*

- give examples of linguistic structures from their mother tongue and compare these with Norwegian
- talk about how one expresses oneself in a variety of social contexts
- master some strategies for understanding and learning new words and concepts
- give examples of communication strategies
- use their own experiences to talk about differences and similarities between their mother tongue and Norwegian
- describe and assess their progress in learning their mother tongue

### **Language and culture**

*The aims of the studies are to enable pupils to*

- talk about lifestyles, traditions, social conventions and customs, and about the role that language plays in each of these
- explain how the choice of words, the use of the voice and body language may all express different attitudes
- talk about how various conventions for showing politeness are used

## Competence aims for level 3

### Listening and speaking

*The aims of the studies are to enable pupils to*

- listen to others and respond to their fellow pupils during presentations
- use the language in conversations and discussions with others and show respect for their points of view
- repeat the gist of dramatized or illustrated oral presentations, short stories or narratives

### Reading and writing

*The aims of the studies are to enable pupils to*

- make use of varied strategies for reading
- read literary texts in a variety of genres
- write summaries of technical texts
- structure and create coherence in their own texts
- find literature and material for their own writing assignments and work assignments
- interpret and make use of graphic presentations of numbers and other data

### Language learning

*The aims of the studies are to enable pupils to*

- reflect on their own experience with a variety of learning strategies
- reflect on the connection between mother tongue teaching and the teaching of Norwegian
- reflect on and give examples of how words and pictures work together in different media
- discuss and elaborate on how various communication strategies are used

### Language and culture

*The aims of the studies are to enable pupils to*

- talk about linguistic images in their mother tongue
- tell about well-known persons, places and events of significance for their mother tongue
- discuss and elaborate on how language is used differently in different social contexts
- discuss and elaborate on how language can express and create attitudes on the part of individuals and groups

### Assessment

Provisions for final assessment:

Level	Provision
Levels 1–3	This curriculum is a level-oriented transitional plan that can be used until pupils are able to follow the teaching in the ordinary curriculum for Norwegian. Therefore, no assessment mark is given.