

# Subject English competence aims in the Renewal

DEKOM Gjøvik – group B  
Marit Elise Lyngstad

# The name game

- The person who has the first birthday in the New Year begins. You then carry on clockwise.
- Greet the person on your left by saying your name and adding the name of an animal as your surname e.g. Hello, my name is Angela Armadillo. Hello Angela Armadillo, my name is Marit Mouse. Hello Angela Armadillo and Marit Mouse, my name is ... etc.
- Discuss the language learning benefits of this oral activity.

# «Mellomarbeid»

- The group leader starts and keeps track of the time
- Each group member has 5 minutes:
  - Explain (briefly) the activity that you did
  - **Report what the pupils thought they had learnt from the activity**
  - If you did not ask the pupils, state your reasons for not doing so
  - If you did not try out the activity, explain why
  - If you were not present at the October seminar, speak last and explain your opinion of what your group has just presented
- If your group finishes before the allotted time, continue a discussion about your tasks and how they relate to the specific core element

# Competence aims

- Repetition from October:
  - What is meant by “competence”?
  - What is meant by “deep learning”?
- Knowledge Promotion 2006-2020:
  - Focus on competence aims
  - Learning objectives
  - Little focus on core curriculum & other parts of the subject curriculum?
- Renewal: Fewer competence aims than previously, which should make it easier to focus on learning.

# Core element: **Communication**

Different situations and for different purposes

Formal and informal situations

Create meaning

Kommunikasjon innebærer å skape mening med språk og å kunne bruke språket i formelle og uformelle sammenhenger. Elevene skal ta i bruk egnede strategier for å kommunisere muntlig og skriftlig i forskjellige situasjoner og ved å bruke ulike medier og kilder. Elevene skal få oppleve, bruke og utforske språket fra første stund. Opplæringen skal legge til rette for at elevene får utfolde seg og samhandle i autentiske og praktiske situasjoner.

Use suitable strategies

To use and explore

Be able to use the language in authentic, practical situations



# Competence aims

- Could teachers create own competence aims to cover the core elements?
- How do the competence aims actually help us to teach what the curriculum intends the pupils should learn?
  - Age-relevant ideas
  - Learning spiral
  - Verbs
- Important: teachers still need to interpret the competence aims!
- Advice: Collaborate with colleagues across stages

# TASK

- Pair up with someone in your group who teaches the same stage as you do.
- Using the competence aims from The Renewal for the age group you are teaching, identify in which competence aims you find the different core elements: communication, language learning, encountering English-language texts.
- Write your findings in the Padlet:  
**[https://padlet.com/marit\\_lyngstad/dekom\\_gjovik\\_b](https://padlet.com/marit_lyngstad/dekom_gjovik_b)**
- Musical chairs: Present your findings + discuss progression

# Assessment

## LK13

- Purpose
- Main subject areas
- Teaching hours
- Basic skills
- Competence aims
- Assessment:
  - Provisions for final assessment
  - Overall achievement assessment

## LK20

- The subject's relevance and central values
- Core elements
- Interdisciplinary topics
- Basic skills
- Competence aims and assessment - formative
  - Year 10 + summative assessment
  - Vg1 vocational studies + summative assessment
  - Vg1 general studies + summative assessment



# Formative assessment

- What is formative assessment?
- The points mentioned in the curriculum indicate:
  - What the teacher is to DO – how s/he is to teach
  - What aspects of the subject should be underlined/highlighted
  - What types of varied methods and resources the teacher should use in order to benefit the pupils' learning outcomes

## TASK:

- In your groups, identify the differences in the three stages of education relevant for you. Consider the concept of progression.
- In pairs, choose one stage of education and explain what is specific for this stage. Put your findings on the Padlet:  
[https://padlet.com/marit\\_lyngstad/dekom\\_gjovik\\_b](https://padlet.com/marit_lyngstad/dekom_gjovik_b)

# Time for a well earned break!



# Core curriculum

The purpose of the education

1. Core values of the education and training
2. Principles for education and all-round development
3. Principles for the school's practice

(Ministry of Education, 2019)

(The Norwegian Directorate for Education and Training, 2019)

Year 10: “utforske og videreformidle innhold i engelskspråklige kulturelle uttrykksformer fra ulike medier knyttet til egne interesser”

1. Human dignity
2. Identity and cultural diversity
3. Critical thinking and ethical awareness
4. The joy of creating, engagement and the urge to explore
5. Respect for nature and environmental awareness
6. Democracy and participation

1. Social learning and development
2. Competence in the subjects
3. The basic skills
4. Learning to learn
5. Interdisciplinary topics

1. An inclusive learning environment
2. Teaching and differentiated instruction
3. Cooperation between home and school
4. On-the-job training in a training establishment and working life
5. Professional environment and school development

# English and other subjects

- “Natural” links:

- Norwegian
- Other language subjects
- Social studies
- History

Useful approach: CLIL (see Fremmedspråksenteret, 2017)

- Interdisciplinary topics:

- Health and life skills
- Democracy and citizenship

Also present in:

Norwegian; Social studies; Science; Maths; Physical education; Music; Arts and crafts; KRLE

Note: the Directorate has added links between these topics and the competence aims + other subjects in the online version of the curriculum:

<https://www.udir.no/lk20/eng01-04/om-faget/tverrfaglige-temaer>

# Subject curriculum: Relevance and central values

**Engelsk er et sentralt fag for kulturforståelse, kommunikasjon, danning og identitetsutvikling.** Faget skal gi elevene et grunnlag for å kommunisere med andre lokalt og globalt, uavhengig av kulturell og språklig bakgrunn. Engelsk skal bidra til å utvikle elevenes **interkulturelle forståelse** av ulike levemåter, tenkesett og kommunikasjonsmønstre. Faget skal forberede elevene på en utdanning og et samfunns- og arbeidsliv som stiller krav om **engelskspråklig kompetanse** i lesing, skriving og muntlig kommunikasjon.

Alle fag skal bidra til å realisere **verdigrunnlaget for opplæringen**. Gjennom arbeidet med faget skal alle elever bli trygge engelskbrukere slik at de kan bruke engelsk for å lære, kommunisere og knytte bånd til andre. Kunnskap om og en utforskende tilnærming til språk, kommunikasjonsmønstre, levemåter, tenkesett, og samfunnsforhold åpner for **nye perspektiver på verden og oss selv**. Faget skal bidra til å utvikle elevenes forståelse av at deres oppfatning av verden er kulturavhengig. Dette kan åpne for **flere måter å tolke verden på, bidra til å skape nysgjerrighet og engasjement, og medvirke til å forebygge fordommer**. Elevene skal få erfare at det å kunne flere språk er en ressurs i skolen og i samfunnet. Læreplanen i engelsk og læreplanen i engelsk for elever med tegnspråk er likeverdige.

(The Norwegian Directorate for Education and Training, 2019, p. 2, emphasis added)

# Second “mellomarbeid”

1. Lead a discussion with your fellow English teachers. Discuss how the competence aims relevant for your school are linked to the section of the subject curriculum called “Relevance and central values”. How are these values reflected in the competence aims?
2. Individually, pick one competence aim that is relevant for the Year(s) you are teaching. How is this competence aim linked to the “Relevance and central values” section? How could you work with this competence aim in class while also focusing on “the bigger picture”? Feel free to include specific examples.

# References

Fremmedspråksenteret (2017). CLIL – content and language integrated learning. Retrieved from [https://www.fremmedspraksenteret.no/nor/fremmedspraksenteret/uh-sektoren/forskning-og-utvikling/clil-content-\\_-language-integrated-learning&PHPSESSID=q0465sj1qncam5q3s5a44rars3](https://www.fremmedspraksenteret.no/nor/fremmedspraksenteret/uh-sektoren/forskning-og-utvikling/clil-content-_-language-integrated-learning&PHPSESSID=q0465sj1qncam5q3s5a44rars3)

Ministry of Education. (2019). Core curriculum - values and principles for primary and secondary education. Retrieved from <https://www.regjeringen.no/en/dokumenter/verdier-og-prinsipper-for-grunnopplaringen---overordnet-del-av-lareplanverket/id2570003/>

The Norwegian Directorate for Education and Training (2019). Læreplan i engelsk. Retrieved from <https://www.udir.no/lk20/eng01-04>

# Communicative language teaching (CLT)

## A short reminder of the methodology

- Teaching English through English
- English now and then
- Visual language
- Learning by doing
- Learning by playing
- Language in chunks
- Repetition and routines
- The learning spiral
- Transparency
- English here and there
- Pupil activity