

Country Report Norway

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**Norwegian National Centre for English and Foreign Languages
in Education**

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Current issues

1. Fagfornyelsen «subject renewal», revision of the current school curriculum

- Deep learning
- Interdisciplinary approach (Public Health & Coping with Life; Democracy & Citizenship; Sustainable Development)
- Core elements have been proposed:
 - ***English: 1) Communication 2) Language Learning 3) Working with Texts in English***
 - ***Other Foreign Languages: 1) Communication 2) Intercultural Competence 3) Language Learning and Plurilingualism 4) Language and Technology***

- **Fagfornyelsen (continued)**
 - Revised versions of the curriculum will be developed now (with reference to the European Framework of Reference??)
- **No public discussion – in spite of the newly published Whitebook on «Humanities» (2017)**




**BREAKING
NEWS:
I DON'T
CARE**

Preschool /Kindergartens

- **A new Framework Plan for the content and tasks of kindergartens entered into force on 1 August 2017**
- <https://www.udir.no/in-english/framework-plan-for-kindergartens/>
- **Staff shall**
 - create a diverse linguistic environment in which the children can enjoy using language and communicating with others
 - highlight linguistic and cultural diversity, support the children's different cultural expressions and identities and promote diversity in communication, language and other forms of expression
- **New resources have been developed**
 - <https://fremmedspraksenteret.no/nor/fremmedspraksenteret/barnehage/laringsressurser>

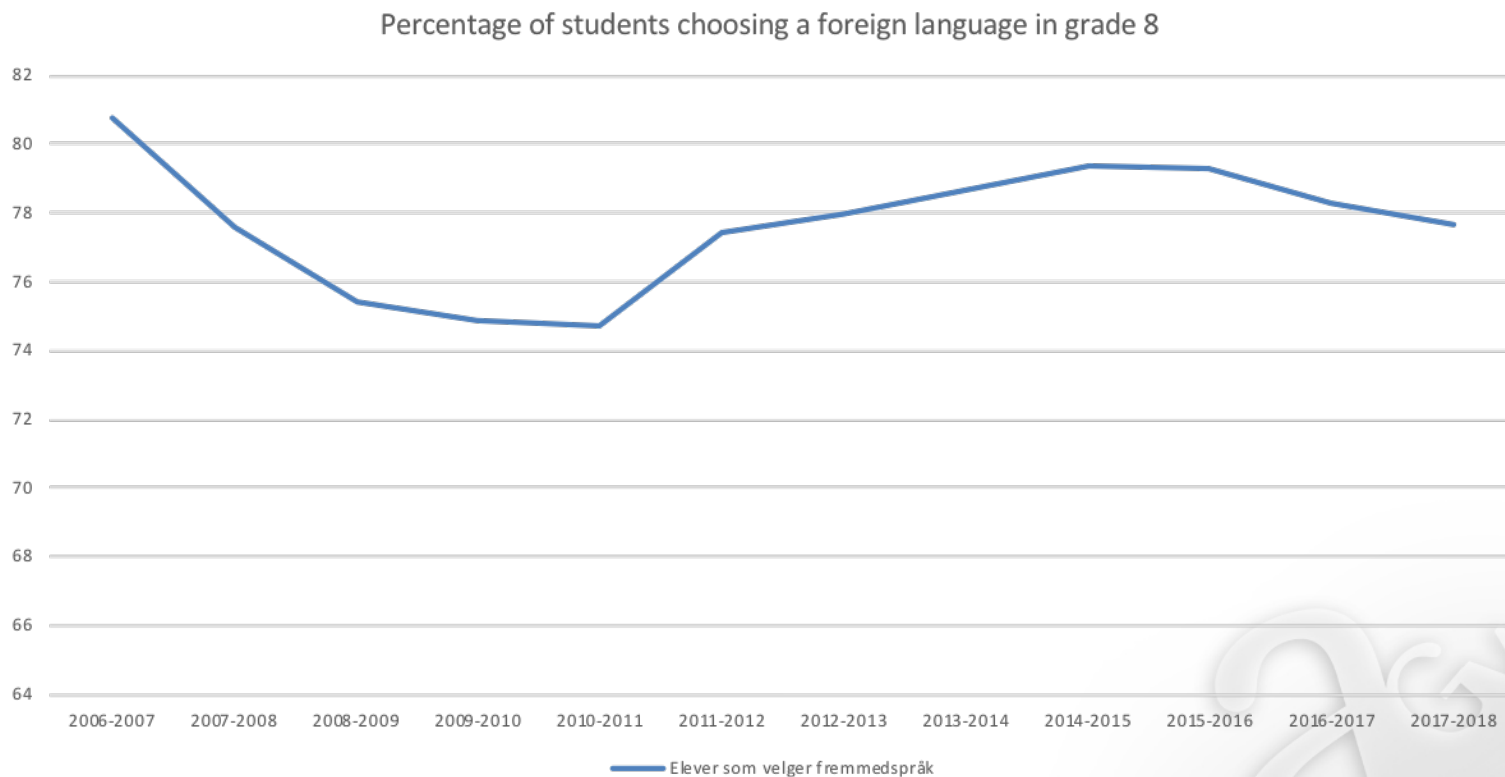


Primary Education (6-12)

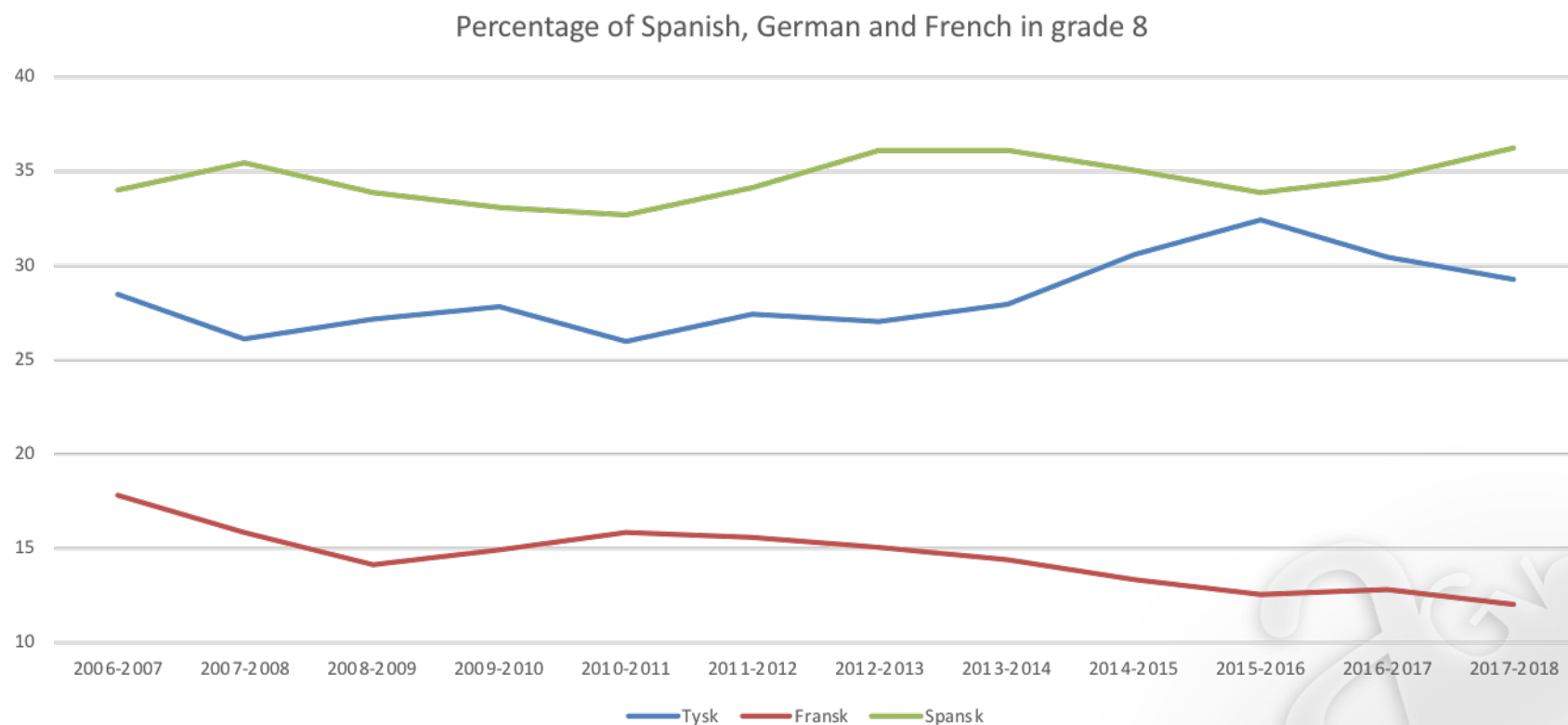
- **English is mandatory from grade 1: popular**
- **Other foreign languages may be introduced in primary school : negative tendency**



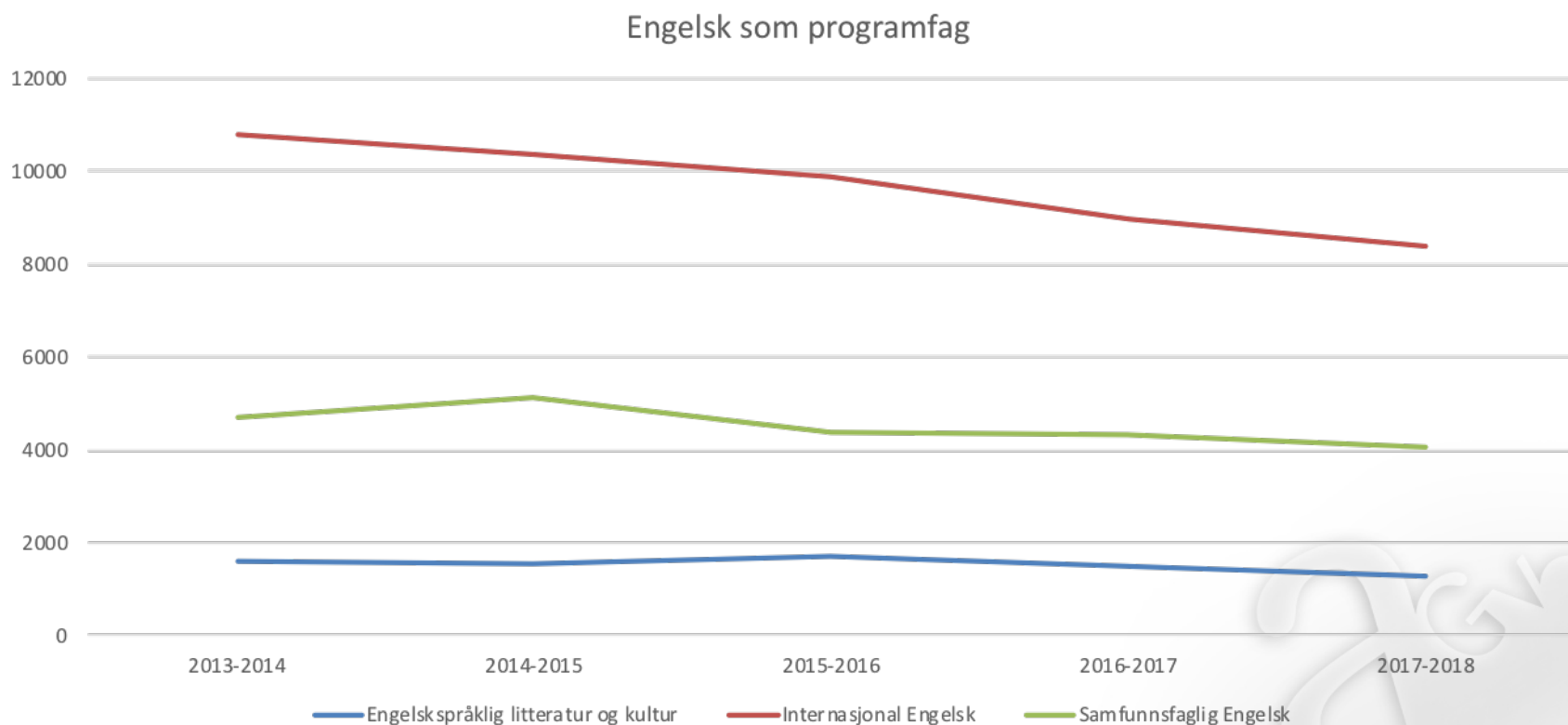
Lower Secondary Education (2017/18)(13-16): Other FL



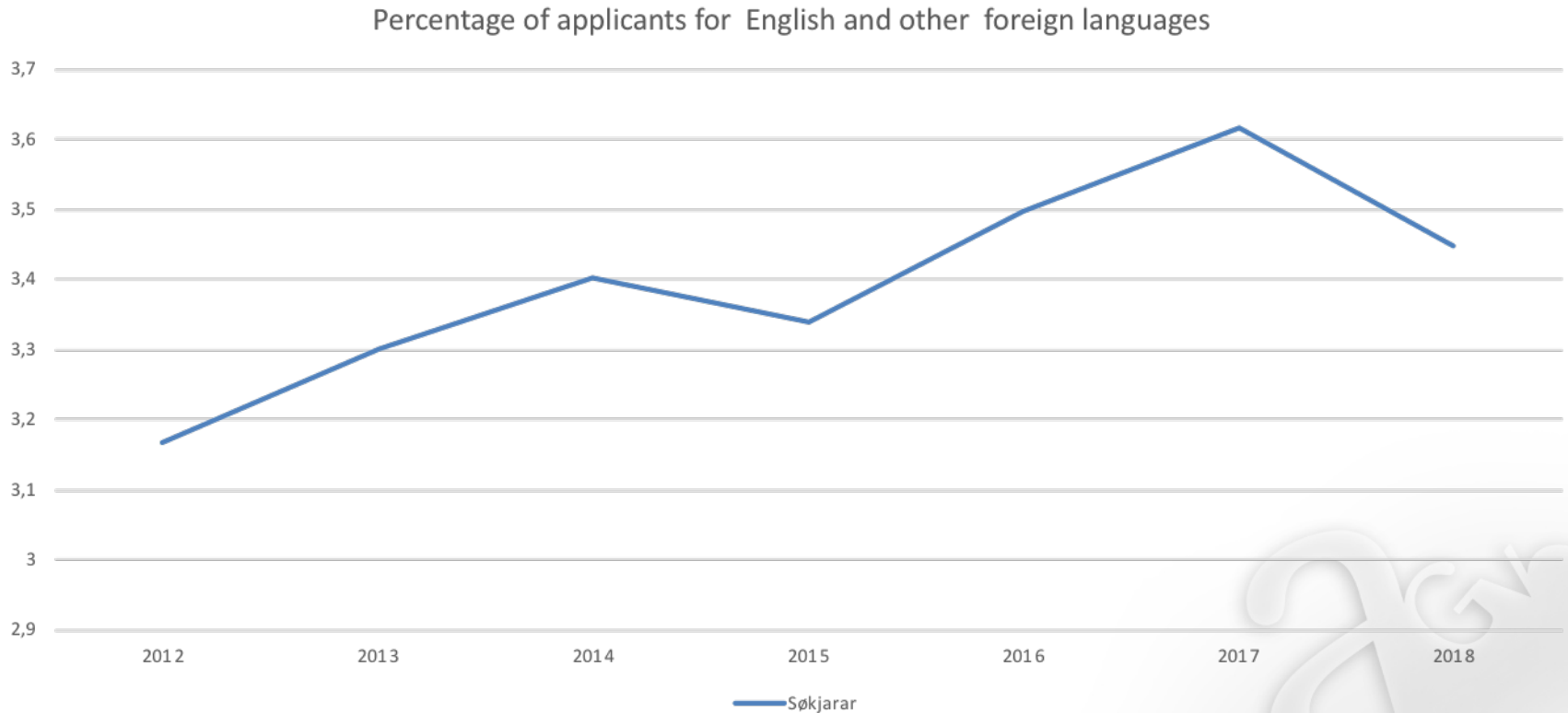
Lower Secondary Education (2017/18: the most popular languages (after English)



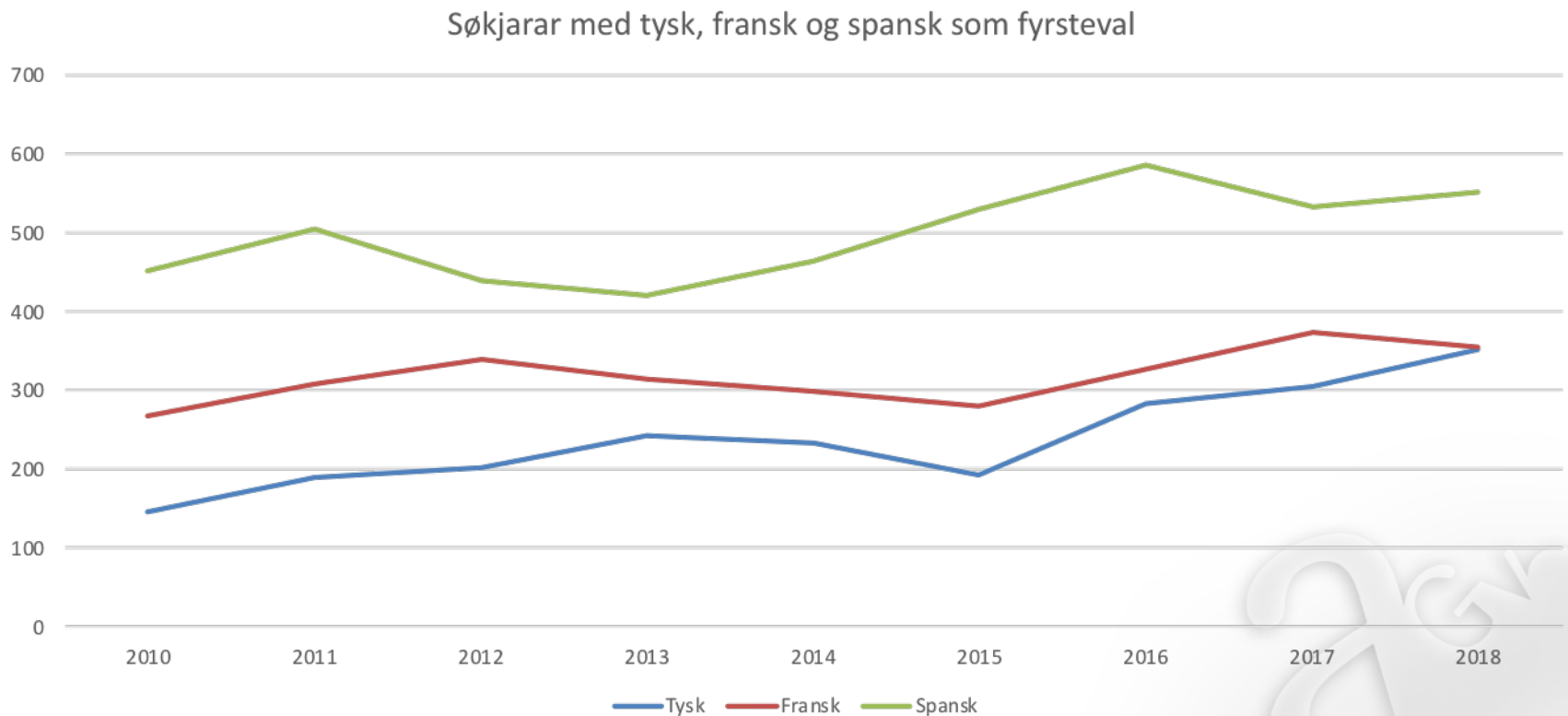
Upper Secondary Education (2017/18): optional English (17-18)



Tertiary Education (2018): English + other FL



Tertiary Education (2018): Applicants with Spanish, French or German as first choice



Our Centre

- => **Norwegian National Centre for English and Other Foreign Languages in Education: in short: Foreign language Centre**



- **New duties concerning research and in-service training => changing from positions as advisers to professional positions as lecturer/senior lecturer/assoc. professor**



New Mandate

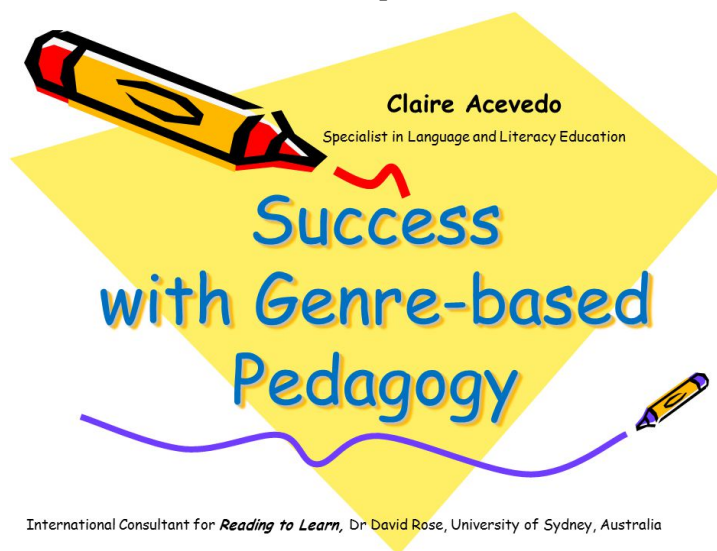
- **The Norwegian National Centre for English and other Foreign Languages in Education shall:**
- help enable all children, young people and adults to receive **equal and adapted education** and training of a high quality in an **inclusive environment**.
- work to **improve the quality of foreign** language education and to **increase motivation and interest in foreign languages**.
- continue its work with **dissemination of research** of practice-oriented activities that support foreign language education. Relevant target groups for this work are the **teacher training institutions, leaders and staff members of kindergartens and schools**, and the educational and psychological counselling service.
- enable kindergartens and schools to **interpret and operationalize the framework plan and the curricula**.

- support other institutions, especially teacher education, in their work with **building competency in schools and kindergartens.**
- When needed the Centre shall act within its field as an **adviser for educational authorities.** The Foreign Language Centre shall continue its work internationally, attending to the relationships and duties with relevant collaborators.

Our Mandate



- We have developed a new leaflet presenting suggestions for in-service training activities,
<https://fremmedspraksenteret.no/neted/services/file/?hash=6ef24fc1585e80be31315ea27b184451>
- We have had special focus on Genre Pedagogy (2017)



International Consultant for *Reading to Learn*, Dr David Rose, University of Sydney, Australia

- **2018 we will have special focus on digital skills (see the core element “Language and technology”)**

