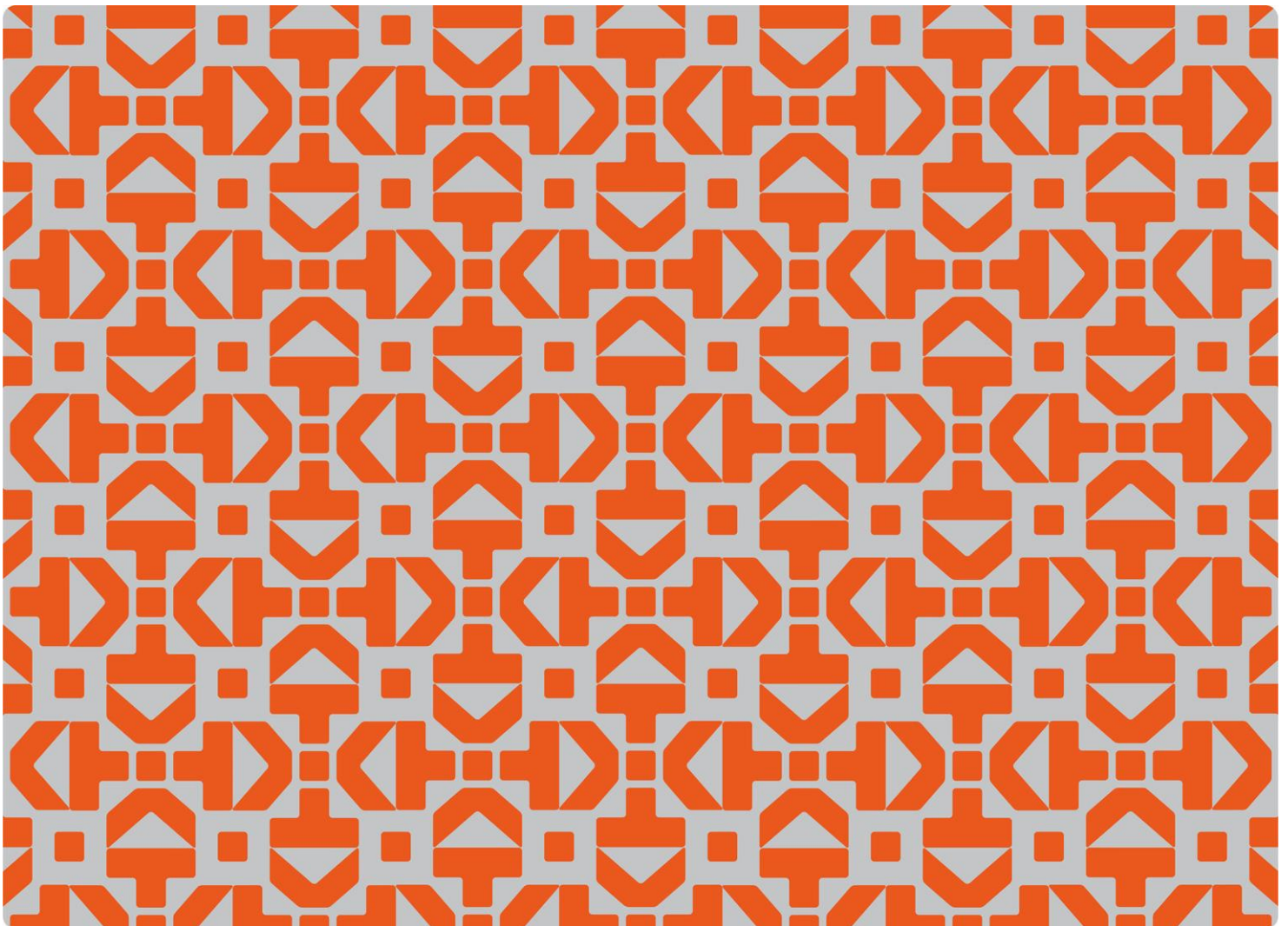


Curriculum for Norwegian language training for adult immigrants, level C1

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1. Introduction

The curriculum for Norwegian language training for adult immigrants, level C1, is a continuation of the curriculum for Norwegian language training for adult immigrants (2021), which covers levels A1–B2. Like the curriculum for the other levels, the curriculum for level C1 is based on the Common European Framework of Reference for Languages (CEFR): Learning, teaching, assessment as implemented by the Norwegian Directorate of Education 2011, hereinafter 'the CEFR'.

The view of learning in the CEFR is based on language being learned through communication and interaction with others. The descriptions in the CEFR and in the curriculum are therefore linked to language activities, and are formulated as 'can-do descriptors'.

The CEFR describes the levels using 56 descriptor scales. In 2020, the Council of Europe published the CEFR Companion Volume with New Descriptors (hereinafter 'CEFR Companion Volume'). The CEFR Companion Volume is a supplement to the CEFR, and does not change its status. The CEFR Companion Volume includes 23 new descriptor scales in the mediation category. Several of the other CEFR scales are also expanded and nuanced here.

2. The CEFR levels

The CEFR and the CEFR Companion Volume contain descriptor scales that describe language skills at three upper levels (A, B and C) and six lower levels (A1, A2, B1, B2, C1 and C2). The levels are not linear, but must be interpreted both horizontally and vertically. Horizontally, the descriptor scales for the different levels describe the level of proficiency, nuance and precision with which a language activity can be performed. Vertically, the scales illustrate the number of different situations and contexts in which a language can be used, i.e. the breadth of the language skills. Figure 1 illustrates the horizontal and vertical dimensions of the levels.

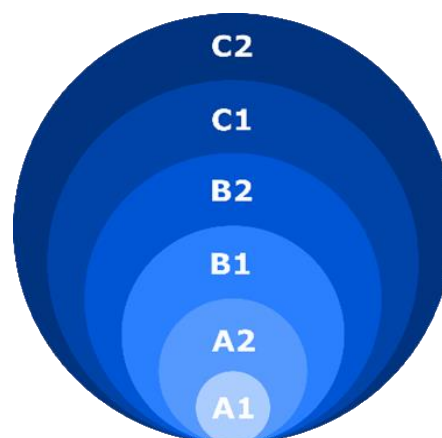


Figure 1. The horizontal and vertical dimensions of the skill levels.

Source: CEFR Companion Volume with New Descriptors (Council of Europe, 2018), p. 34.

Advanced and effective language use

Level C (C1 and C2) is the level for advanced language use. In the CEFR, level C1 is defined as 'Effective Operational Proficiency'. This means that a language user at level C1 effectively masters complex language in a number of situations. The complexity may be related to the range of texts in different channels and media or texts with different levels of style. It may also relate to complex conversations that have simultaneous sources of input and which can jump from one subject to another. It can also entail implicit information in what is written or said. The level C1 curriculum reflects this in its language use descriptors: the language use is virtually effortless, the vocabulary is broad and deep, and the texts and contexts are complex. These ways of describing language and linguistic interaction refer to language use that is sufficiently automated that the language user can focus on the content without thinking about form. The form is nonetheless adapted, and underpins the content, for example in terms of nuance, detail, adaptation, emphasis, implicit meaning and/or use of humour.

The language skill descriptors in the CEFR entail a development in linguistic breadth and depth, and in situations and context for language use. The language skills described for 'proficient users' at level C (C1 and C2) are skills in using the language in common situations and contexts in academia and other arenas and situations that require language skills at a high academic level. The CEFR Companion Volume stresses that skills at level C are not the same as native language competence. The level describes the degree of linguistic precision, stylistic confidence and effortless language use that characterises excellent skills in a second language or foreign language.

3. About the curriculum for level C1

The curriculum for level C1 contains a description of global goals, specific goals and characteristics of the language use. The global goals provide a general description of the language skills at level C1, while the specific goals describe the goals of language activities. The characteristics of the language use describe the vocabulary, pronunciation, grammar, flow, text structure, spelling/punctuation and communication of a language user at level C1.

The curriculum places an emphasis on the structure, word choice and expanded and more nuanced descriptor scales incorporated into the CEFR Companion Volume.

Categories of linguistic communication

The CEFR Companion Volume presents language activities in four main modes of communication: reception, production, interaction and mediation. The categories make up a whole that both enables communication and ensures learners' language development. The curriculum for level C1 is therefore structured in accordance with the reception, production, interaction and mediation modes. Language activity goals are specified in each mode.

A multi-modal writing and communication culture

The reception and production modes of communication are divided into oral reception and production (listen and speak) and written reception and production (read and write). However, it is important to be aware that language activities in today's multi-modal writing and communication culture are rarely exclusively spoken or written. The activities are interwoven, and successful communication requires skills in all four categories. The more complex the language activities and the context within which they take place, the greater the interweaving. This can be seen clearly at level C, especially in the interaction and mediation modes. It therefore is not relevant to divide these categories into oral and written or receptive and productive skills.

Mediation

The CEFR mainly uses the concept of mediation in the sense of conveying information. The CEFR Companion Volume expands the importance of mediation and gives it a more central role. Language is not only used to convey information, but also to arrive at new insight, develop ideas and thoughts, and create common understanding. The CEFR Companion Volume contains several descriptor scales which elaborate on mediation. The scales are divided into four groups: mediating a text, mediating concepts, mediating communication and mediation strategies. In mediation, the language user plays an active role in facilitating linguistic interaction

in different contexts and arriving at or communicating content and insight. The language user's skills in exploiting their own and others' multilingual resources and repertoires in language learning and communication are included and recognised. Mediation may occur within the same language or between different languages.

Language skills across domains

C1 users have a large linguistic repertoire that can be used in most situations and contexts. The domains or topics that language skills are associated with are not therefore defined in the curriculum for level C1. At this level, language skills cross domains, in accordance with the descriptions in the CEFR and the CEFR Companion Volume. As level C1 language users can navigate most situations successfully in terms of language, the limitations are linked to disciplines rather than contexts. C1 users will have greater linguistic success within their occupation and area of interest than in disciplines and areas of interest that are unfamiliar or new to them.

Characteristics of the language use

The characteristics of the language use describe aspects of the vocabulary, pronunciation, grammar, flow, text structure, spelling/punctuation and communication of a language user at level C1.

4. The situation in Norway

The situation in Norway, a country with two written forms of language that have equal status and a non-standardised spoken language, is unique. The CEFR therefore offers little support in this area.

The situation in Norway is not mentioned explicitly in the curriculum, but since level C1 is characterised by language use with virtually no limitations, the learner is expected to be familiar with the language situation in Norway. Level C1 language users are not expected to master both written languages receptively and productively, but they are expected to have strategies for dealing with another form of language than the one they are used to reading. Learners at level C1 should therefore also become acquainted with the other language form during their language training.

The skills of a level C1 language user are good enough to be able to understand different variants of spoken language, as long as the variant does not deviate too much from the one the language user is used to hearing. Like native Norwegian speakers, level C1 language users may need clarification and/or repetition if the spoken variant is unfamiliar. Level C1 learners should gain experience with different spoken variants during the language training.

5. Competence goals for level C1 (proficient user)

5.1 Global goals

At this level, learners understand complex presentations and specialised discussions on most general subjects. Learners can use the language flexibly and appropriately in social, academic and work-related contexts. Learners can express points of view and argue in their favour, can participate in conversations and discussions and can help keep the conversation or discussion going. Learners can summarise, communicate and explain the content of different oral and written sources with a high degree of precision. Learners can write clear, well-structured and detailed texts, and master different sentence patterns and connectors.

5.2 Goals for language activities

Reception

Oral reception

Learners understand a complex oral presentation, also when the speech is not clearly structured and matters are not mentioned directly, but are implicit. Learners may need certain clarifications, especially if the speech variant is unfamiliar.

Learners can

- understand most of a long oral presentation, for example, a talk, a lecture or a debate, also on subjects outside their occupation or field of interest;
- understand a wide range of auditory material, for example, podcasts or films, and recognise nuances and implicit attitudes and relationships between the speakers;
- recognise the attitudes and opinions of participants in a discussion, even when the discussion is characterised by overlapping, interruptions, digressions and informal language use when the speed of delivery is normal, and the speech variants are familiar.

Written reception

Learners understand long and complex texts, and recognise finer shades of meaning, as well as attitudes and implicit opinions, as long as they have the opportunity to reread difficult passages and use reference books and search tools when necessary.

Learners can

- understand a wide range of popular science or academic articles and publications, also outside their occupation or area of interest;
- understand most written information exchanges in private, public and occupational contexts, such as social media, email, letters or official documents;
- understand a varied range of fiction texts in modern language.

Production

Oral production

Learners can provide clear and detailed descriptions and presentations of complex topics, where they draw on aspects of the topics and relevant examples, elaborate on opinions and provide support for them, and appropriately bring the matter to a close.

Learners can

- give clear and detailed descriptions and presentations of personal or professional experiences, incorporate sub-themes and elaborate on important points;
- give instructions about how to perform a number of complex practical and/or work-related procedures;
- employ a varied repertoire of words and expressions and are able to reformulate themselves in most situations;
- employ different linguistic tools to express attitudes, emotions and moods.

Written production

Learners can write clear, detailed and well-structured texts within a wide range of genres, and can adapt the language to the situation, the recipient and the message to be communicated.

Learners can

- write clearly structured argumentative texts that are easy to read, and express points of view and attitudes in a detailed and nuanced way;
- write reports and accounts on complex topics related to their occupation or area of interest and choose an appropriate style;
- write formal letters in which they express, for example, criticism, a request, a suggestion or compassion in language that is clear and adapted to the purpose.

Interaction

Learners can adapt their language to different social situations orally and in writing, and can express themselves with a high degree of precision. Learners have no difficulty following and contributing to the interaction in formal and informal discussions and conversations, also when the topics are complex and/or unfamiliar.

Learners can

- elaborate on and develop important points without support, and can handle interruptions and input using appropriate language;
- argue persuasively in favour of a position, answer questions, and give appropriate responses to complex counterarguments;
- draw on a broad repertoire of automated communication techniques, so that they are able to employ suitable expressions to take their turn or keep it, and appropriately link their input to what others say;
- participate in different types of online discussions and are able to express themselves appropriately in social media without language limiting their ability to express themselves.

Mediation

Learners can use the language orally and in writing to edit, summarise and convey information appropriately. Learners can help bring different perspectives to the fore and clarify misunderstandings. In collaboration with others, learners can explore new words, expressions and concepts to develop their own and others' understanding of the language.

Learners can

- extract information and arguments in long and complex oral and/or written texts from one or more sources and then convey their own understanding and interpretation in a clear and well-structured way;
- correctly convey most nuances and details in oral and written texts, but may need to check the precise meaning of some low-frequency words and expressions;
- take detailed notes during a lecture, meeting etc. on topics within their occupation or area of interest, and can repeat information in a way that is sufficiently accurate and close to the source that the notes are useful to others;
- interpret and describe diagrams and other visual information clearly and precisely;
- make complex content more accessible by explaining, simplifying or restructuring the original text or adding useful details;
- intervene in a way that is linguistically appropriate to move communication onto another track;
- employ their written or oral language resources to translate texts in different genres within their area of interest, but may use wording that is influenced by their native language or other languages they have learned.

5.3 Characteristics of the language use

Vocabulary

The learner has an extensive vocabulary, allowing them to express themselves idiomatically and more or less effortlessly in most contexts. Their vocabulary has the breadth and depth necessary for them to understand and actively engage with a wide range of general topics, situations and oral and written texts.

Pronunciation

The learner's pronunciation is clear, and they are able to vary their intonation and emphasis in order to get their message across. There is influence from their native language or other languages they have learned, but this has no impact on their intelligibility. The learner understands different pronunciations when the speaker's delivery is not too fast.

Grammar

The learner has a high degree of grammatical control. Errors occur, but these are slips and are non-systematic. The learner has a wide repertoire of grammatical structures and can express and understand nuances and details.

Flow

The learner expresses themselves spontaneously, cohesively and more or less effortlessly. There are stops, but these are associated with unfamiliar terminology or a need for reflection. The learner can navigate complex texts efficiently.

Text structure

The learner can structure written and oral texts appropriately and can use varied cohesive devices to make the text easy to understand for the recipient. The learner can take advantage of text templates and graphical tools to read and navigate most types of text effectively.

Spelling and punctuation

The learner's punctuation is precise, except for certain slips, and the punctuation is consistent and makes the text easy to read.

Communication

The learner can take the initiative in different communicative situations, follow up input, introduce new topics and keep the communication going. The learner can adapt both their oral and written language to different social settings flexibly and effectively. The learner can adapt and modify statements effectively to express degrees of certainty or uncertainty, doubt, confidence or probability, etc. The learner can use modal forms of expression to signal the extent to which they believe a statement, argument or point of view has merit.

6. Validity and implementation

The curriculum for Norwegian language training for adult immigrants, level C1 forms part of a regulation to the Integration Act and is valid from 1 August 2021.

