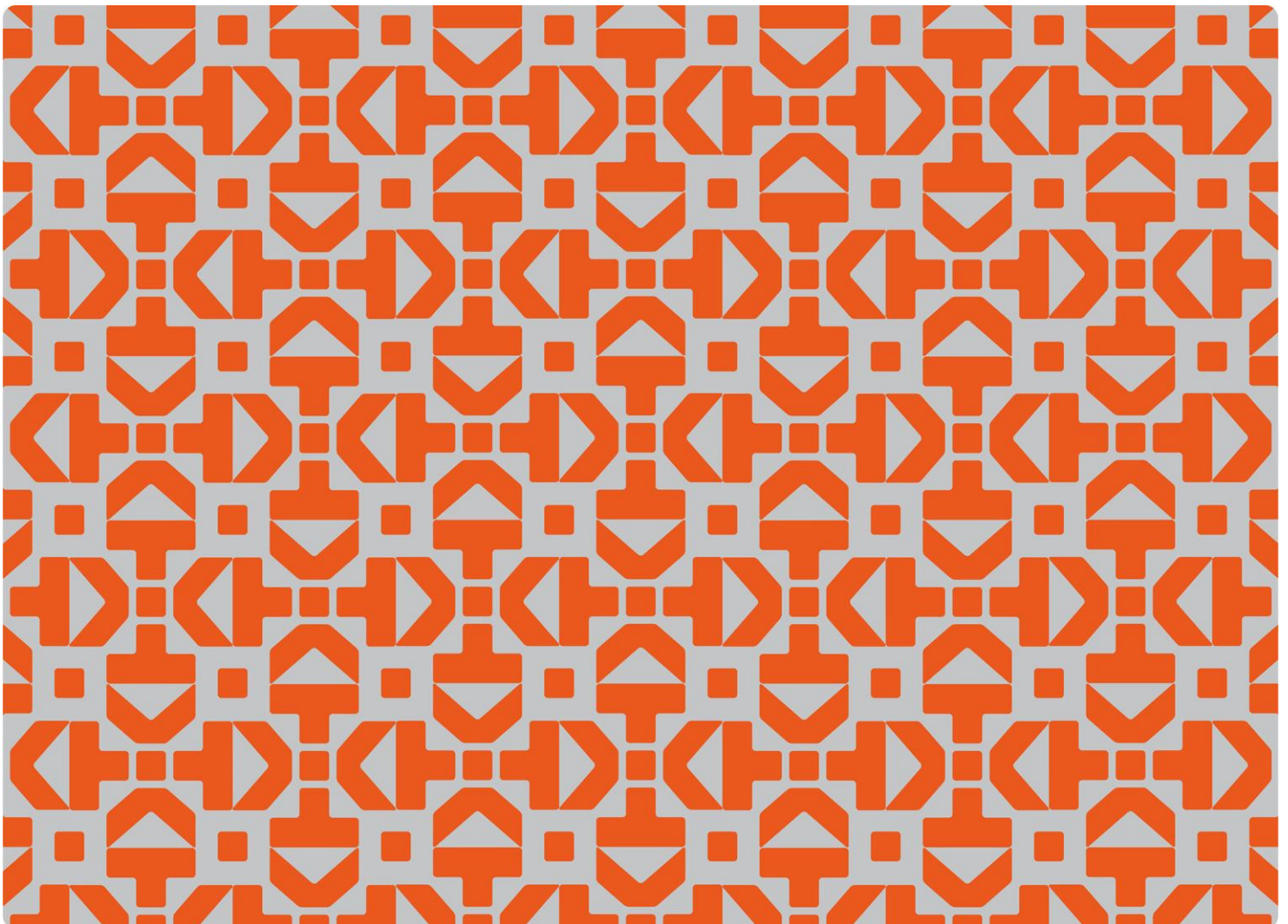


# Curriculum for Norwegian language training for adult immigrants

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# 1. About the subject

## Relevance and central values

The curriculum for Norwegian language training for adult immigrants forms part of a regulation to the Act relating to Integration through Training, Education and Work (the Integration Act) and will be used for training of participants with a right and/or obligation to Norwegian language training pursuant to this Act. The purpose of the Integration Act is for immigrants to be integrated into Norwegian society at an early stage and to become financially independent. The Act is intended to help immigrants acquire good Norwegian language skills, knowledge of Norwegian society, formal qualifications and a permanent attachment to working life. The right and obligation to Norwegian language training is regulated in the Integration Act and in the Regulations to the Integration Act (the Integration Regulations).

Norwegian language training for adult immigrants, together with social studies, is intended to prepare Norwegian immigrants for everyday life, education and working life to the greatest extent possible. The training will help them acquire the language skills they need to participate actively in Norwegian society, create good lives and contribute their skills. For most of them, this language will be written and spoken Norwegian, but for some it will be Norwegian sign language instead of spoken Norwegian. The training will lay the foundation for using the Norwegian language for lifelong learning and participation in a constantly changing working life which requires strong linguistic and digital competence.

By working with the subjects, adult immigrants will learn to use the Norwegian language to create meaning, interact with others and express thoughts, opinions and ideas. The training allows participation in democratic processes, involvement and critical thinking. Participants' skills and experiences, different cultural backgrounds and multilingual resources must be recognised and provide a foundation for further learning.

## Linguistic competence and language learning

The curriculum for Norwegian language training for adult immigrants is based on the view of communication and language learning in the Common European Framework of Reference for Languages (CEFR). The framework is based on language being developed through participation in communication and interaction in varied and meaningful contexts. The descriptions of the different language levels in the framework are therefore inextricably linked to the contexts or areas of interest in which the language is used, and which are described in the framework through the concept of domains. The curriculum reflects the framework's domain thinking in the interdisciplinary subjects, descriptions of the levels and the competence goals.

The curriculum also shares the concept of competence with primary and secondary education. Competence is understood as the ability to acquire and apply knowledge and skills in order to master challenges and solve tasks in familiar and unfamiliar contexts and situations. Competence involves understanding and having the ability to reflect and think critically.

Participants' Norwegian language skills are thus a matter of how they use the language to master challenges and solve tasks in familiar and unfamiliar contexts both within and outside the training. In order to succeed at this, participants must be able to use their Norwegian language skills together with their other knowledge and skills, and in an interplay with situational resources and other people. This

competence is best developed by helping participants to reflect on and systemise their experiences with the language within and outside the training, and to develop and test a range of strategies for using and learning Norwegian in these contexts. In accordance with the concept of competence, reflecting on their experiences with the language and thinking about this critically thus play a key part in the participants' efforts to learn the language.

## 2. Mapping of participants and organisation of the training

### Mapping of participants and assessment

In order for the training to be effective, it must be based on participants' experience, needs, resources and plans for the future. This requires the mapping of each participant before and during the training.

Participants' previous schooling, experience with written texts and other languages they have learned may have a great impact on deciding which work methods and Norwegian language goals are relevant. The same applies to the typological distance between the languages a participant already knows and Norwegian. Among other things, it is important to gain an understanding of participants' experience with the Latin alphabet, so that this is taken into consideration in the training. The mapping of participants should also clarify their short and long-term goals for learning Norwegian, their work experience, their digital skills and their health and life circumstances, including sight and hearing.

Concrete and systematic feedback to participants during the training, which identifies the areas they have mastered and those they need more practice in, will both increase their awareness and motivate them. Such formative assessments also give the teacher a basis for adjusting progression, work methods, content and the goals of the training during the process.

### Organisation and adaptation of the training

The values and principles that apply to training under the Education Act also govern Norwegian language training. Participants must be treated in a trusting and respectful manner and they must be given challenges and be subjected to a learning pressure that promotes motivation and effort. It is up to the provider of the training to organise it in such a way that participants' capacity for learning is taken into account, as well as their needs and goals.

The training should be organised so that participants enter into a community which fosters learning where they can discuss their experiences and challenges with the language with others. The organisation should therefore be based on what participants have in common, so that they can take advantage of this in the training. A number of participants will be combining Norwegian language instruction with work or a formal education. In such cases, it will be useful and motivating to organise the training around these activities and participants' goals regarding further qualifications and work. Participants' multilingual resources and the opportunities afforded by digital technology should be exploited in the organisation and adaptation of the training.

Section 28 of the Integration Regulations stipulates minimum levels of Norwegian for different participants. A participant's Norwegian language goals is the minimum level, and this must be specified in the participant's Norwegian language plan, cf.

sections 31 and 34 of the Integration Act. The duration of the training for the different groups is stipulated in section 32 of the Integration Act. Pursuant to section 27 of the Integration Regulations, the Norwegian language goal of a participant must be equal to the recommended minimum level or higher, but the Norwegian language goal can be adjusted either up or down, based on their progress. Local and county authorities must provide training that affords the participant the opportunity to achieve the minimum level.

### Training framework

Training participants must achieve a minimum level of Norwegian language skills, see section 31 of the Integration Act. There is no longer a specific number of hours that need to be completed. Local and county authorities must provide training of a scope that enables participants to achieve the minimum level. The minimum level constitutes the participant's Norwegian language goal and must be specified in the participant's Norwegian language plan, cf. sections 31 and 34 of the Integration Act. The recommended minimum levels of Norwegian for different groups of participants are specified in section 28 of the Integration Regulations. People are divided into groups according to their educational background. The general recommended minimum level is B1 for all skills. Participants' Norwegian language goals must be at the minimum level stipulated or higher, but they can be adjusted according to their progress, according to section 27 of the Integration Regulations. The training must be adapted to each participant, and it is only when there are circumstances that prevent adaptation that the Norwegian goal can be reduced. The duration of the training for the different groups is up to 3 years or 18 months, with the addition of approved leave, cf. section 32 of the Integration Act.

## 3. Core elements

The core elements describe the main components of the training. The core elements of this curriculum are language learning strategies, reception, production, interaction and mediation. Each core element shows how to combine different language skills and strategies in order to develop and use the language in familiar and unfamiliar communicative situations. Together they shape and create a context in the work with the competence goals across language skills and levels.

### Language learning strategies

The language learning strategies element covers the use of varied strategies to learn and practise language in different contexts and in a lifelong perspective. Among other things, participants must be able to draw on their own multilingual and multicultural resources in language learning. They must be able to compare Norwegian with other languages they know, use knowledge about language as a system and apply cultural understanding to how language is used in different contexts. They must also be able to find help in their surroundings, digital technology and the people around them in the process of learning and practising the language.

### Reception

The reception element covers receiving, processing and understanding text and oral communication. Reception may consist of listening or reading, or both in combination. Participants must develop the reading and listening strategies they need to understand spoken and written Norwegian in different situations, including strategies for handling dialects and the forms of Norwegian they encounter in everyday life. The lines are often blurred between listening and learning, for example when communication takes place in full or in part on digital platforms. Reception also entails participants examining their own understanding and receiving and processing information in an insightful and critical manner.

Reception includes, for example, using strategies to understand oral instructions that contain unfamiliar words, searching for and understanding specific information in a text or reading information online and evaluating it critically.

### Production

The production element is about oral and written expression in different contexts and for different purposes, and communicating messages intelligibly. The lines are often blurred between oral and written texts, for example when communication takes place in full or in part on digital platforms. Production is also about being able to assess what different contexts require in terms of language and forms of communication, and employing strategies to meet these requirements.

Linguistic production is used, *inter alia*, when talking about oneself, giving a presentation, or writing a report, and can involve different linguistic acts, like describing, explaining and discussing. This includes using strategies to make oneself understood, switching between formal and informal language and combining forms of expression like text, images and oral descriptions.

### Interaction

The interaction element describes communicative situations where two or more parties must cooperate linguistically in order to understand each other and create common meaning. This often entails combining reception and production, and can take place both orally and in writing. The key factor is that all parties are active, for example by providing new information, asking for clarification, or simply marking understanding, agreement, or disagreement. Participants must develop Norwegian language skills and strategies that allow them to interact in relevant situations and media in everyday life.

Linguistic interaction occurs, *inter alia*, in conversations, email correspondence and chats, and may involve different linguistic acts, like information exchange and discussion.

### Mediation

The mediation element describes actively facilitating communication which is intended to promote or communicate content and insight. Mediation takes place in the same language or across languages, and includes facilitating understanding and successful communication between people from different backgrounds. Participants must be able to process and convey oral, written or visual content. This requires a combination of reception, production and often also interaction.

Mediation may mean translating or explaining content to others. It can also entail talking about something that has happened at work, translating and explaining a menu in different languages and cultures, or taking notes during a presentation for own or group use. At a higher level, it can also mean communicating the main content of complex texts and commenting on other people's input during a discussion.

## 4. Interdisciplinary topics

The interdisciplinary topics provide a general thematic framework for Norwegian language instruction, based on key societal challenges. By linking the Norwegian language training to the interdisciplinary subjects, the training will help participants develop the Norwegian language skills they need to address these challenges, both in their own lives and as a member of society.

The curricula for Norwegian language training and social studies for adult immigrants, and for primary and secondary education, have the same interdisciplinary topics. This enables participants to see that the educational provisions they encounter are holistic and thematically linked, and facilitates in-depth learning across the subjects.

The interdisciplinary topics are intended to allow topics from social studies to be incorporated into Norwegian language training, where they are studied from a linguistic perspective. Participants will gain experience in engaging with conflicting opinions and a variety of perspectives in Norwegian, including by explaining, comparing, describing advantages and disadvantages, and presenting critical perspectives. The topics and linguistic acts that will be focused on must be adapted to participants' Norwegian language skills, their circumstances and their intended use of the Norwegian language in everyday life.

### Health and life skills

Health and life skills is a topic that is intended to give participants the chance to develop Norwegian language skills, to manage family life and their mental and physical health, as well as that of any children they may have, and to make good decisions about their health and to take care of their own needs and finances. This includes having Norwegian language skills which allow them to stay up to date on health-related issues, to communicate their thoughts, feelings, experiences and needs, and to express their own identity. The topic also covers the Norwegian language skills that participants need to manage their lives in Norway through participation in training and education, in working life, in cultural and leisure activities, in contact with public services and in different social communities. Participants will progress from being able to communicate in personal and everyday situations at levels A1 and A2 to being able to communicate about more abstract and general issues at levels B1 and B2.

### Democracy and citizenship

Democracy and citizenship is a topic that is intended to give participants the opportunity to develop the Norwegian language skills they need to participate in and continue to develop democracy. This means being able to use the Norwegian language to create meaning, interact with others, express points of view and ideas, and participate actively in the local community, at work and in education/training. Participants must develop Norwegian language skills that allow them to remain informed about relevant topics associated with social, economic, geographical and environmental circumstances in society and to participate in conversations and discussions about these topics. The linguistic acts may come from concrete and everyday situations at levels A1 and A2. At levels B1 and B2, participants must also be able to handle more general topics.

## 5. Basic skills

Norwegian language training for adult immigrants will support and facilitate the use and further development of participants' digital and oral communication skills and their basic skills in reading, writing and arithmetic. For some people, this means gaining Norwegian language skills that allow them to utilise their inherent basic skills in Norwegian-language contexts, while others will need adaptation and systematic work in order to develop basic skills throughout the training.

In this curriculum, basic skills in reading, writing and speaking are described through the competence goals in the language skills of listening, reading, writing and speaking. The curriculum does not contain separate competence goals for

arithmetic and digital skills, but they must be included when relevant to a participant's language proficiency and communicative needs in Norwegian.

### Digital skills

Using digital skills in Norwegian language training for adult immigrants means using digital resources to interact, find relevant information, create oral and written texts and develop and express one's own competence in a Norwegian-language context. Digitalisation in society is changing the way we read, write, count and communicate, and Norwegian language training must be geared towards participants developing these skills. The training will improve participants' digital judgement and strategies for internet use and to evaluate and use different digital tools to support communication and learning Norwegian. The training must be adapted to participants' own capacity for learning and needs, in addition to the demands and challenges they face in their surroundings.

### Numeracy

In Norwegian language training for adult immigrants, arithmetic skills involve acquiring and communicating mathematical information in everyday life and using arithmetic in familiar and unfamiliar situations when necessary in Norwegian. This means being able to find mathematical information in Norwegian, being able to communicate and argue in favour of decisions that require arithmetic, and recognising and describing mathematical information in Norwegian.

In the training, arithmetic work must be based on participants' needs for functional calculation skills in Norwegian, and must be adapted to their capacity for learning and needs, and the demands and challenges they face in their surroundings.

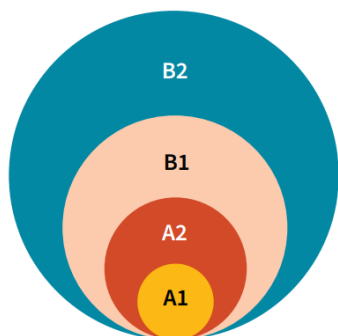
## 6. Levels and competence aims

The curriculum describes four of the levels in the Common European Framework of Reference for Languages: A1, A2, B1 and B2. The curriculum also contains basic instruction in reading and writing for participants who have little experience with writing, or who have not learned to read or write before. These objectives are considered goals on the way to level A1 in these skills. Level C1 has a separate curriculum and can be found at the Lovdata website.

The competence aims in this curriculum describe the objectives of the training in oral, listening, reading and writing skills in Norwegian. This structure is intended to facilitate concrete and targeted work with each language skill, based on the participant's level in each skill. At the same time, participants must learn to use the language skills to handle challenges and tasks in familiar and unfamiliar contexts in everyday life. When natural and possible, the skills training must therefore take place in a natural interaction. The core elements reflect this interaction.

The development of Norwegian language skills goes from language associated with the personal, immediate and concrete to several more abstract and public contexts and topics. Language development entails an increasingly detailed level of nuance and precision and expansion of the situations and contexts in which language can be used.





### Basic training in reading and writing

Basic training in reading and writing will be provided for participants with a need to develop basic skills in this area to a level that enables them to benefit from the training under the competence goals in reading and writing at level A1. These are often participants who have little experience with writing or who have not learned to read and write in any language.

Parallel to this, participants will receive training in spoken Norwegian based on their current proficiency level, but with work methods that do not require reading or writing.

The reading and writing work must be based on contexts, topics and language that convey meaning and are comprehensible to participants. It is therefore important to ensure thematic and linguistic cohesion between the basic training in reading and writing, the training in spoken Norwegian, and any other training or activity they take part in. Learning to read and write for the first time is easier when working in a language that is familiar. Languages that participants have experience with must therefore be used actively in the training.

### Reading and writing goals and processes

The objective of the training is for participants to gain a basic understanding of letters and numbers, and to learn skills and strategies that aid writing for learning purposes and in everyday life.

Participants must be able to

- recognise and understand the function of relevant types of text in everyday life;
- understand the meaning of simple illustrations, images, pictograms, icons and signs in everyday life;
- use context to support reading comprehension;
- recognise and adopt the Norwegian reading and writing system;
- distinguish syllables in simple words;
- recognise Norwegian phonemes and be able to match up phonemes and graphemes;
- identify and write small and capital letters on paper and type lowercase and uppercase letters using a keyboard;
- form sounds from familiar, phonetic words;

- write and read familiar words and simple sentences with support, for example using images and audio support;
- understand and apply concepts that are useful when learning to read and write;
- match up numerals and quantities and use mathematical concepts relating to quantity, size, placement and shapes;
- write, read and understand the use of numbers in everyday life;
- help others understand words from a text by translating it into a common language, pointing to an object or miming an action;
- discuss with others in a common language the meaning of a word or term from a text.

### **Basic reading**

The objective of the training is for participants to be able to read and understand simple words and short phrases and sentences in familiar content, and when the context can be used to support reading comprehension.

Participants must be able to

- read phonetic words and some commonly occurring non-phonetic words;
- recognise familiar symbols and words in very simple, authentic texts in everyday life, such as signs, advertisements and animations;
- read and understand familiar words and phrases in short and very simple routine messages;
- read and understand numbers in everyday life, such as prices and times;
- read and understand very simple sentences and texts, supported by the context, where the content is familiar;
- recognise icons and make relevant choices in apps and vending machines and on websites that need to be used in everyday life, with support where necessary;
- employ simple reading strategies to read and understand words and short texts;
- read and convey orally very simple and relevant written or visual information in, for example, advertisements, animations or posters drawing on their multilingual skills.

### **Basic writing**

The objective of the training is for participants to be able to communicate comprehensibly in writing using familiar words and very simple phrases.

Participants must be able to

- write numbers, familiar phonetic words and commonly occurring non-phonetic words;
- use individual words and a few short phrases to write about something they see, such as a situation, a video clip or a picture;

- write and respond to very simple routine messages;
- make a very simple comment on social media posts using symbols, single words and simple phrases;
- enter personal information in the right place in a very simple form, online and on paper;
- write using adapted software and apps;
- employ simple writing strategies to write simple words and phrases.

## Competence aims for level A1 (basic user)

### Level description A1

At level A1, participants can understand and use familiar, everyday expressions and very simple phrases about themselves and topics they are familiar with.

Participants can take part in very simple, familiar interactions if their conversation partners adapt their language and are supportive.

### A1 listening

The objective of the training is for participants to be able to understand familiar words and phrases and very simple sentences about familiar, everyday topics when simple language is used in slow, clearly articulated speech. Participants may need contextual support.

Participants must be able to

- recognise and understand familiar words and phrases and very simple sentences in conversations about familiar topics;
- understand the main content of very simple information conveyed in a familiar context;
- understand very simple notifications, messages, instructions and directions when they are directly aimed at the participant;
- understand numbers and expressions for quantities, prices and times;
- understand very simple information on familiar topics from auditory and audiovisual material;
- understand how some common words are pronounced and their variants in the local dialect (e.g. personal pronouns);
- employ very simple listening strategies, such as deriving the meaning of specific, everyday words from a very simple context or based on similarities with other languages they speak.

### A1 reading

The objective of the training is for participants to be able to read and understand words, sentences and short, very simple texts on familiar everyday topics.

Participants may need contextual support.

Participants must be able to

- recognise familiar names, familiar words and very simple phrases in simple authentic texts, such as signs, notices, noticeboards, websites, tables and advertisements;
- read and understand very simple sentences in short, simple notifications and messages;
- read and understand short, simply-worded illustrated instructions;
- form an impression of content conveyed in simple language in very simple authentic informative texts, particularly if these are supported by illustrations;
- read and understand very simple, adapted informative and fiction texts, particularly if these are supported by illustrations;
- employ simple reading strategies, such as deriving the meaning of specific, everyday words from a very simple context or based on similarities with other languages they speak.

### **A1 writing**

The objective of the training is for participants to be able to communicate in writing using simple words and very simple phrases and sentences about familiar, everyday topics and needs.

Participant must be able to

- write in simple terms about themselves, such as where they live, what they do for a living, and their likes and dislikes;
- describe people, places and objects in very simple terms;
- write and respond to very simple messages about specific, familiar topics and personal needs;
- write and comment on posts in digital communication in very simple terms;
- enter personal information in very simple forms, e.g. on websites and in apps;
- write numbers when specifying, for example, dates, times, quantities and prices;
- convey content in images and very simple, adapted texts.

### **A1 spoken**

The objective of the training is for participants to be able to use very simple phrases and sentences to talk about themselves and matters relating to their lives. Participants should be able to take part in very simple, familiar spoken interaction in everyday life when the conversation partner speaks slowly and clearly and is supportive.

Participants must be able to

- use very simple phrases to give information about themselves and their background;
- discuss and describe people, objects, places and actions using words and simple phrases or sentences;

- express their own needs in everyday interactions in very simple terms;
- discuss their likes and dislikes using some standard phrases and very simple sentences;
- ask and answer very simple, direct questions about personal matters and issues relating to everyday life;
- answer simple, direct questions about themselves in very simple terms in an interview situation;
- use short, practised phrases that are appropriate in everyday interactions, such as thanking, greeting and saying goodbye to someone;
- use numbers and expressions for time, quantities and prices in everyday interactions;
- convey very simple information about time and place;
- convey the content of images and very simple spoken information;
- collaborate on very simple tasks by making suggestions, showing whether they understand or need clarification, and asking if others understand.

## Competence aims for level A2 (basic user)

### Level description A2

At level A2, participants can understand clear, simple language and can express themselves in simple terms in relation to familiar topics related to themselves and their surroundings, their learning and work situations, and society. Participants can take part in simple, familiar interactions if their conversation partners adapt their language and are willing to be supportive.

### A2 listening

The objective of the training is for participants to be able to understand common words and expressions about familiar topics related to themselves and their surroundings, their learning and work situations, and society when using simple language in slow, clearly articulated speech.

Participants must be able to

- understand the subject matter in short, simple conversations;
- understand simple information about a familiar topic with visual support, e.g. a presentation;
- understand the main content and some details in short, simple notifications, messages and instructions, and times and directions;
- understand important information on familiar topics from short auditory and audiovisual clips, e.g. news broadcasts, if spoken slowly and clearly;
- understand different pronunciation variants and some common dialect words and expressions that are used in everyday life;
- employ simple listening strategies, such as deriving the meaning of specific, everyday words from a simple context.

**A2 reading**

The objective of the training is for participants to be able to read and understand short, simple texts about familiar topics related to themselves and their surroundings, their learning and work situations, and society.

Participants must be able to

- search for, identify and understand specific, predictable information in simple, authentic texts, e.g. websites, brochures, advertisements, signs and reference books;
- read and understand simple messages, letters, emails and posts on social media;
- read and understand short, simple instructions, particularly those that are illustrated;
- read and understand the main points in short, simple news reports and simple, adapted educational texts;
- read and understand the main features of simple, complex texts that contain very simple diagrams and tables;
- read and understand very simple fiction texts;
- employ simple reading strategies, such as deriving the meaning of specific, everyday words from a simple context.

**A2 writing**

The objective of the training is for participants to be able to use phrases and simple sentences to communicate in writing about familiar topics related to themselves and their learning and work situations.

Participants must be able to

- write in simple terms about their background, experiences, interests and future plans;
- make notes using key words from, for example, a meeting or a simple presentation on a familiar topic;
- describe people, places and activities in simple terms;
- write and respond in simple terms to messages, invitations, suggestions and congratulations, and write and comment on posts in digital communication in simple terms;
- write short and simple emails and personal letters;
- enter personal information in the most common forms found in everyday life, e.g. in digital services such as online shopping, banking services, registration and bookings;
- present their competence in a simple CV and in a digital form;
- express their opinions on topics of personal interest in simple terms;
- convey the content of images and simple texts.

**A2 spoken**

The objective of the training is for participants to be able to use simple phrases and sentences to talk about familiar topics related to themselves and their learning and work situations. Participants should be able to take part in simple, familiar spoken situations in everyday life when their conversation partner speaks slowly and clearly and is willing to be supportive.

Participants must be able to

- convey in simple terms details of their background, competence, wishes and plans for the future;
- describe and provide information about people, objects, places, events and activities in simple terms;
- give a short, simple, prepared presentation on a familiar topic, both with and without the use of digital tools;
- express their own needs, opinions and feelings in everyday interactions in simple terms;
- participate in simple conversations about events, experiences and practical activities in everyday interactions;
- answer simple questions about themselves in an interview situation;
- offer and respond to invitations, suggestions, congratulations and apologies, and exchange simple, common pleasantries;
- convey simple, specific information from, for example, clear unambiguous messages and instructions;
- convey the content of images and simple spoken information;
- collaborate on simple tasks by making suggestions, asking what others think, and asking for repetition or rephrasing;
- employ simple strategies to initiate, maintain and conclude a short conversation;
- employ simple strategies to compensate for vocabulary deficits, for example by using body language or words from other languages they speak.

**Competence aims for level B1 (independent user)****Level description B1**

At level B1, participants can understand clear and relatively simple language, and can express themselves in a comprehensible and coherent manner on topics related to their life and learning and work situations, topical issues and issues of personal interest. Participants should be able to spontaneously contribute to most interactions if their conversation partners express themselves clearly.

**B1 listening**

The objective of the training is for participants to be able to understand the main content and simple, specific details in spoken communication about familiar topics

related to themselves, their learning and work situations and society, and topics of personal interest when their conversation partners speak clearly and at a moderate speed.

Participants must be able to

- understand the main points and some specific details in conversations and discussions about familiar topics;
- follow clear and structured presentations on familiar topics, e.g. presentations, lectures and storytelling;
- understand specific details in notifications, messages, instructions and directions;
- understand the main points and some specific details in auditory and audiovisual material, e.g. news broadcasts, podcasts and films;
- understand different pronunciation variants and some common dialect words and expressions that are used in everyday life;
- employ listening strategies such as understanding words based on the context when the topic is familiar, and guess the meaning of words based on the component parts of the word.

### **B1 reading**

The objective of the training is for participants to be able to read and have a satisfactory understanding of relatively simple texts related to themselves, their learning and work situations and society, and topics of personal interest.

Participants must be able to

- search for, identify and understand relevant information in various everyday informative texts, e.g. short official letters and documents, websites and brochures;
- read and understand everyday texts such as letters, emails and posts on social media;
- read and understand clear and straightforward instructions;
- read and understand the main points in simple news articles and relatively simple texts in their own professional field and areas of interest, and assess the relevance of such texts;
- read and understand the main features of complex texts that contain simple illustrations, e.g. diagrams;
- read and understand simple fiction texts;
- employ reading strategies such as understanding words based on the context when the topic is familiar, and guess the meaning of words based on the component parts of the word.

### **B1 writing**

The objective of the training is for participants to be able to communicate in writing and to write simple coherent texts with some detailed descriptions of familiar topics



related to themselves and their learning and work situations, and topics of personal interest.

Participants must be able to

- write simple coherent texts containing some detailed descriptions about experiences, perceptions, areas of interest, ambitions and future plans;
- write down the main points from a meeting or a professional presentation on a familiar topic, conveyed using relatively simple language;
- write brief accounts of their learning and work situation;
- write detailed descriptions of people, places, events and experiences;
- write and comment on personal posts and participate in discussions on familiar topics in digital communication;
- write simple formal emails and letters, for example in connection with a job application;
- enter information in different types of forms in digital services typically encountered in everyday life;
- express and explain in brief terms opinions on simple coherent texts;
- explain the content in simple fiction texts;
- summarise and convey relevant information from clearly formulated texts on familiar topics;
- employ strategies to compensate for vocabulary deficits, for example by reformulating;
- employ different writing strategies, for example to highlight the most important points of a text.

### **B1 spoken**

The objective of the training is for participants to be able to express themselves in a simple and coherent manner on familiar topics related to themselves, their learning and work situations and society.

Participants must be able to

- participate in most spoken communicative situations in everyday life;
- describe experiences, feelings, dreams, plans and ambitions;
- give relatively detailed descriptions of people, objects, events and experiences;
- give a prepared presentation on a familiar topic, both with and without the use of digital tools;
- describe a problem, ask for advice and understand a clearly formulated answer;
- describe, explain and justify in brief terms their own actions and plans;
- describe the action in a narrative, for example from a film;

- start or initiate, without preparation, simple conversations and discussions on familiar topics, and maintain and conclude these;
- present themselves and their competence, and answer questions in an interview situation;
- express and explain in brief terms their opinions in discussions and at meetings on familiar topics;
- convey relevant information from, for example, messages and instructions;
- collaborate on tasks by inviting others to participate, providing input, asking others why they hold the opinions they do, and confirming a shared understanding before proceeding;
- employ strategies to compensate for vocabulary deficits, for example by 'Norwegianising' words from other languages they speak;
- employ different interaction strategies, such as interjecting in a discussion on a well-known topic or using an appropriate phrase to take your turn at speaking.

## Competence aims for level B2 (independent user)

### Level description B2

At level B2, participants can understand complex language and can express themselves objectively, clearly and in a nuanced way on a wide range of general topics and topics within their occupation and areas of interest. Participants can express and respond to views and arguments and participate in interactions with a level of spontaneous and fluent language that enables communication among the parties involved to flow with ease.

### B2 listening

The objective of the training is for participants to be able to understand the main content and specific details of spoken communication about familiar topics related to their occupation and areas of interest when their conversation partners speak at a normal speed, even where the language and context are complex.

Participants must be able to

- understand most of what is being said, and discern attitudes and views in conversations, discussions and debates;
- follow complex arguments if the topic is relatively familiar and the transitions between the arguments are clearly indicated;
- understand the main content of academic or job-related presentations within their occupation and areas of interest;
- understand information in notifications, messages and detailed instructions;
- understand most of the content of auditory and audiovisual material, such as news broadcasts, documentaries, films and podcasts in a familiar dialect;
- understand different dialects when the speaker adapts the language as necessary;

- employ a variety of listening strategies to achieve understanding, including trying to grasp key points and checking if they have understood the message correctly, using signals from the context.

### **B2 reading**

The objective of the training is for participants to be able to read independently for the most part and to understand complex texts from different genres within a wide range of general topics and topics within their occupation and areas of interest.

Participants must be able to

- read and understand the main content in information exchanges, for example in formal letters, emails and social media;
- read and understand complex instructions and user manuals relating to their occupation;
- follow arguments in various texts on topical issues and from their own occupation;
- read and understand complex texts that contain illustrations, such as different types of diagrams;
- read and understand a selection of fiction texts;
- skim long and complex texts and assess the relevance of the content;
- search long texts for relevant details;
- employ appropriate search techniques and reading methods to find relevant information from different websites;
- employ a number of reading strategies to gain understanding, including trying to grasp key points and checking if they have understood the message correctly, using signals from the context;
- employ different reading strategies to understand the main features of a text in the form of Norwegian that they are least familiar with.

### **B2 writing**

The objective of the training is for participants to be able to communicate in writing and to write clear, detailed and coherent texts adapted for various purposes, target groups and situations related to most general topics and topics within their own occupation and areas of interest.

Participants must be able to

- write clear and detailed explanatory texts;
- edit, summarise and accurately convey the main content of complex texts on topics related to their own occupation and areas of interest;
- take useful notes from a meeting, presentation or lecture in their own occupation and areas of interest;
- write reports and minutes related to their own occupation and areas of interest;
- describe events, experiences and feelings in a clear, detailed and nuanced way;

- express their own opinions and discuss and comment on other people's input in digital communication;
- write detailed messages, emails and letters tailored to the recipient and purpose;
- develop an argument in a text, giving reasons for or against a specific point of view, and discuss the pros and cons of different alternatives;
- write texts within their occupation and areas of interest where they critically evaluate and summarise information from various sources, and express and substantiate their views and draw conclusions;
- write and edit clear and detailed texts adapted to the situation and purpose;
- employ different writing strategies adapted to the context, genre and purpose.

### **B2 spoken**

The objective of the training is for participants to be able to express themselves in a clear and comprehensible manner on most general topics and topics related to their occupation and areas of interest. Participants should be able to take part in most spoken communication using relatively spontaneous and fluent language.

Participants must be able to

- describe experiences, events and expectations in a nuanced and precise way;
- provide complex information and clear, detailed instructions and messages;
- hold well-structured, prepared presentations, both with and without the use of digital tools;
- present an issue or problem and justify their own view by developing and underpinning their arguments with supporting points and relevant examples;
- take the initiative and follow up on what is said in conversations and discussions, and contribute to a flowing conversation;
- spontaneously discuss many different topics as part of a flowing conversation, and adapt the language to the relevant interaction;
- present themselves and their competence in an appropriate way, and give full answers to questions in an interview situation;
- express emotions in a nuanced way during a conversation, explain the personal significance of events and experiences and respond in an appropriate way;
- put forward their own arguments in discussions and meetings within their occupation and areas of interest in a factual and nuanced way;
- summarise and accurately convey the main content of complex information relating to their occupation and areas of interest;
- collaborate on solving problems by discussing different alternatives, commenting on others' input and making their own suggestions;
- tackle most communication problems by reformulating or avoiding difficult expressions;

- initiate, maintain and conclude a conversation in an appropriate way, with effective turn-taking.

## 7. Type of assessment

### The Norwegian language test

Norwegian language training for adult immigrants concludes with the Norwegian language test, which has the following four parts:

- Reading comprehension
- Listening comprehension
- Written presentation
- Oral communication

### Characteristics of the language in the different proficiency levels

#### Level A1

##### *Communication*

The participant communicates using simple words and very simple phrases in everyday situations, with support from the context. The participant's conversation partner must be very supportive in order for the participant to understand what is being said and make themselves understood.

##### *Vocabulary*

The participant has an elementary repertoire of words and forms of expression relating to themselves and familiar situations in everyday life.

##### *Grammar*

The participant uses a few, practised, basic grammatical structures.

##### *Text structure*

The participant produces very simple texts consisting of words, phrases and sentences. Sometimes the participant can link sentences, for example using 'and' or 'or'.

##### *Pronunciation*

The participant's pronunciation is strongly influenced by other languages they speak, but the participant can make themselves understood if their conversation partner makes an effort.

##### *Flow*

The participant expresses themselves using very short, isolated utterances which are mostly standard, practised phrases. The participant has to stop and start repeatedly as they search for words and terms.

##### *Spelling and punctuation*

The participant writes some common words correctly or in a way that they are mostly understandable. The participant's style of writing often reflects their pronunciation and is influenced by other languages they speak. Simple punctuation is used, e.g. full stops and question marks.

**Level A2***Communication*

The participant communicates using simple sentences in everyday situations and can maintain a conversation when their conversation partner is supportive.

*Vocabulary*

The participant has a vocabulary that is adequate for simple communication in everyday, predictable situations.

*Grammar*

The participant uses some basic grammar structures correctly, and the message they are trying to convey is normally clear.

*Text structure*

The participant produces texts that are relatively coherent, using simple sentences and, for example, conjunctions and pronouns.

*Pronunciation*

The participant's pronunciation is mostly intelligible despite the clear influence of other languages.

*Flow*

The participant's oral communication has a cohesive flow, but they often have to stop to search for words and think about how to articulate something.

*Spelling and punctuation*

The participant writes many common words correctly. The participant's style of writing often reflects their pronunciation and is influenced by other languages they speak. Some of the sentences start with a capital letter and end with a full stop.

**Level B1***Communication*

The participant communicates intelligibly on familiar topics and can initiate, maintain and conclude a conversation in an appropriate way. Oral communication requires their conversation partner to speak clearly, and the communication can be marked by rephrasing and repetitions.

*Vocabulary*

The participant has a large enough vocabulary to communicate about most topics covered in everyday life. Wrong word choices can occur and this can impact on communication in unfamiliar situations or when the topic is alien or abstract.

*Grammar*

The participant has a relatively good grasp of basic grammatical structures and also uses some advanced phrases and clauses successfully.

*Text structure*

The participant produces texts that are generally easy to follow. Different linking techniques create cohesion in the text.

*Pronunciation*

The participant's pronunciation is generally good enough that conversation partners can easily understand what they are saying, even though the pronunciation may be influenced by other languages.

*Flow*

The participant's oral communication has a reasonably good flow, but sometimes they have to correct themselves or search for the right words, formulations or expressions.

*Spelling and punctuation*

The participant has a relatively good grasp of Norwegian spelling and punctuation, but some spelling errors can occur.

**Level B2***Communication*

The participant is easy to understand when talking about a wide range of issues and can take the initiative and follow up on what is said in conversations in an appropriate way. The participant presents views and elaborates on them in an easy-to-understand way. The communication is not perceived as difficult by any of the conversation partners.

*Vocabulary*

The participant has a large vocabulary in their occupation and in most general topics. The participant varies the formulations and communicates with a high standard of lexical precision. Wrong word choices can occur but these do not lead to misunderstandings.

*Grammar*

The participant has a good grasp of basic grammatical structures, and does not make mistakes that lead to misunderstandings. The participant varies sentence types and successfully uses complex sentences at times.

*Text structure*

The participant produces coherent texts that are easy to follow. The use of various linking techniques creates good cohesion and structure in the text.

*Pronunciation*

The participant's pronunciation makes it easy to understand what is being said. The participant can be influenced by other languages they speak, but this has little or no impact on comprehensibility.

*Flow*

The participant expresses themselves spontaneously and with a good flow, without disruptive pauses. The participant can hesitate at times when searching for words and formulations.

*Spelling and punctuation*

The participant has a good grasp of spelling and punctuation, but some spelling errors can occur.

## 8. Validity and implementation

The curriculum for Norwegian language training for adult immigrants forms part of a regulation to the Integration Act and is applicable from 1 August 2021. The Introduction Act will continue to apply to most people who were granted a residence permit before 1 January 2021 in accordance with the transitional rules in section 51 of the Integration Act and section 72 of the Integration Regulations. These participants must complete 550 hours of Norwegian language training and are not subject to the requirements under the Integration Act regarding Norwegian language learning objectives. However, they can still be given training according to this curriculum.

Please, review section 73 of the regulation to the Integration Act for transitional rules concerning training in social science.



