Liite

Muutokset Espoon kaupungin lukiokoulutuksen englanninkieliseen opetussuunnitelmaan:

~~7.5. Instruction: Objectives, core contents, and assessment of the students' learning in insruction of students' mother tongue supplementing general upper secondary education~~

Subjects

7.23 Students' mother tongue

Albanian, Arabic, English, Estonian, Farsi/Dar, German, Hindi, Hungarian, Italian, Kurdish, Mandarin Chinese, Polish, Portuguese, Spanish, Somali, Thai, Turkish, Russian and Vietnamese

Code

OMÄal/ar/en/vi/fa/de/hi/un/it/ku/ma/pl/pu/es/so/th/tr/ru/vt

Task of the subject

Under the Constitution of Finland, each person living in Finland has the right to maintain and develop their own language and culture. The purpose of the instruction of the students' mother tongue is to support the students' active plurilingualism and interest in the lifelong development of language proficiency. Instruction of the students' mother tongue supports the students' inclusion as active and balanced members in both their own and the Finnish linguistic and cultural community and as global actors. The instruction of the students' mother tongues is provided in cooperation with the syllabus in Finnish language and literature and other subjects.

Language education strengthens the students' language awareness and parallel use of different languages, development of multiliteracy, and socialisation in their language community. It also helps students build their linguistic and cultural identity. The objective is to learn to recognise and appreciate linguistic and cultural diversity and language rights in the students' daily life and more extensively in society.

The students' backgrounds and language proficiency are taken into account in the studies. Varying learning environments are used for studying, including libraries, theatres, and museums as well as other cultural institutions. The students also draw on their own language community, language use and textual environments as well as the linguistic and cultural diversity of the school community and other communities in their studies. Materials and methods that are sufficiently challenging, meaningful, and experiential for the students and develop their creativity are used in the studies.

The instruction of the students' mother tongues guides the students towards diverse selfexpression, development of interaction skills, active information acquisition, critical processing of information, text interpretation, and ethical reflection. The task of the instruction is to support and develop the students' language awareness. The students' appreciation of their mother tongue develops, and the students are motivated to develop their mother tongue skills further.

The instruction combines phenomena relevant to linguistics, comparative literature studies, and cultural studies. The students' knowledge and diverse use of their mother tongues expand, and the students learn about the roots of their language area and develop their skills of comparing different features of the language with other languages they know. The students expand their vocabulary and resource of concepts and develop their multiliteracy. They develop their skills of utilising texts in their mother tongue and producing texts for different purposes. The students advance their knowledge of the literature, narrative tradition, visual culture, music, and drama of their cultural area.

Transversal competences

Studies in the student's mother tongue promote the development of cross-curricular competence by strengthening multilingualism, linguistic and cultural identity, interaction skills, and multiliteracy. Language is viewed as a tool for thinking, learning, participation, and cultural interaction. Through their studies, students deepen their understanding of their own language, literature, and culture, and of their relationship to Finnish society and the wider global community. Instruction supports active multilingualism, the development of linguistic and cultural identity, and participation both in the student's own linguistic and cultural community and in Finnish society.

For many students, their mother tongue forms an important part of their linguistic, cultural, or ethnic identity. The opportunity to study and develop skills in a personally meaningful language particularly strengthens **well-being competence**, as it supports self-awareness, learning, a sense of belonging, and the development of a positive identity. Through literature, narratives, and other texts, students learn to reflect on their own lives, emotions, and experiences while gaining understanding of different perspectives and life situations.

The studies place strong emphasis on **interaction competence**. Students practise expressing their thoughts, experiences, and opinions, listening to others, engaging in discussion, and presenting arguments in a variety of contexts. At the same time, they develop cooperation skills, communication confidence, and the ability to function in multilingual and culturally diverse environments. Multiliteracy, along with the interpretation, evaluation, and production of texts, supports the development of **multidisciplinary and creative competence**, critical thinking, information management skills, and the ability to use language as a tool for learning and knowledge construction.

Studies in the student's mother tongue also strengthen **societal competence**. Students become familiar with linguistic rights, multilingualism, and cultural diversity in society, while developing their ability to participate in social dialogue and civic engagement. They learn to evaluate information critically, recognize different viewpoints, and use language responsibly in a range of communicative situations.

The study of language, literature, and culture promotes **ethical and environmental competence**. Students learn to identify ethical dimensions of communication and media, reflect on responsible language use, and respect people, languages, and cultures that differ from their own. Literature, media, and other texts provide opportunities to explore questions related to sustainable futures, environmental responsibility, justice, and humanity from multiple perspectives.

A particular strength of mother tongue studies is the development of **global and cultural competence**. Many students live at the intersection of several languages and cultures, and these studies provide opportunities to view such diversity as a resource. Students deepen their understanding of their own linguistic and cultural background, become familiar with the literature and cultural heritage of their language, and learn to value both their own and others' linguistic and cultural traditions. At the same time, they strengthen their capacity to act constructively in multilingual and multicultural communities. Multilingualism and cultural diversity are recognised as assets for both individuals and society.

Objectives

The general objectives of the instruction of the students' mother tongues supplementing general upper secondary education are associated with the students' interaction competence, text interpretation skills, skills in producing texts, and developing their linguistic and cultural awareness. The general objectives can be divided into the following areas:

Interaction competence

The objective is that the students

• are capable of goaloriented, appropriate, and ethical interaction, both in public speaking and group communication situations, and are able to analyse, assess, and develop their interaction competence

• know how to analyse and evaluate different interactive situations and relationships, the interaction phenomena and skills associated with them, and their ethical considerations.

Interpreting texts

The objective is that the students

• develop their critical and cultural multiliteracy to the point where they are able to analyse and evaluate multimodal texts, including nonfiction and media texts, literature and spoken texts with awareness of their objectives and contexts, and use appropriate concepts for analysing texts
• improve their skills in interpretative and experiential reading of fiction and nonfiction, develop their understanding of the devices of literature as well as use appropriate concepts for analysing literature
• are able to evaluate critically different information sources and their intentions, reliability, and usability.

Producing texts

The objective is that the students

• develop their critical and cultural multiliteracy to the point where they are able to use and produce multimodal texts with awareness of their intentions and contexts and to express and justify their ideas and use language and ways to express suitable for each situation
• master the different stages in the process of producing texts, are able to reflect on their text production processes, give and receive feedback as well as use it in producing texts
• improve their mastery of standard language and its norms as well as the conventions of written and spoken language, use sources appropriately as well as understand and observe copyrights.

Development of language and cultural awareness

The objective is that the students

• understand the significance that language, and the languages of different fields of knowledge, have for learning and thinking as well as the importance of linguistic and cultural diversity for identities
• advance their knowledge of the structure, vocabulary and different registers of their mother tongue, its means and tones of expression, the meanings created by them as well as literature and other cultural products.

Assessment

The objective of assessment is to promote and support learning and make visible the different dimensions of competence and the students' improving skills. The provision of feedback and assessment are linked to modulespecific objectives derived from the general objectives of the syllabus. The modulespecific objectives comprise, or combine into, the objectives of local study units. Assessment should be versatile, open, fair, participatory, and encouraging and guide the students to selfassessment. Versatile assessment methods are used in the assessment of learning and competence, including observation and various demonstrations of knowledge and skills.

Assessment during a study unit may, for example, consist of giving feedback as well as self and peer assessment, which support the students in developing their competence during the learning process. The assessment interaction and feedback as well as selfassessment skills help the students develop their perception of themselves as speakers and listeners as well as producers and interpreters of texts.

Assessment at the end of a study unit is based on achieving the objectives of the modules contained in the unit. In addition to the objectives of modules, the study unit objectives may also contain locally specified transversal competence objectives. At the beginning of a study unit, the students are informed of its objectives, allowing both the teacher and the students to monitor progress made during the unit. Versatile demonstrations of knowledge and skills, including written, oral, and possibly other products as well as active work during the study unit affect the assessment.If a study unit consists of several modules of the same syllabus, a single grade is awarded for it.

Study units

Interpreting and writing texts (2 cr)

OMÄal/ar/en/es/fa/hi/it/ku/ma/pl/pu/de/so/th/tr/un/ve/vi/vt01

Modules in the study unit

- Interpreting and writing texts, 2 cr (OMÄ1), Optional

Objectives

Interpreting and writing texts

The objective of the module is that the students

• know how to produce, interpret, and evaluate different multimodal texts, their structures, and their ways to express
• are emboldened as writers and master the different stages of the writing process
• are able to use other texts as a basis for their own
• develop their selfimage as interpreters and producers of texts as well as providers and receivers of feedback.

Core contents

Interpreting and writing texts

• key genres: narrative, descriptive, instructive, argumentative, and reflective texts as well as combinations of these genres
• target groups of texts, constructing a textual entity; analysing the objective, contexts, content, structure, ways to express and viewpoints of a text
• the process of producing texts in different genres alone and together with others, writing based on texts, summarising and commenting on texts
• polyphony of texts and intertextuality
• editing the language and form of texts, normative writing

Local specification

Transversal competences

Multidisciplinary and creative competence

The aim is for students to understand during the study unit what a diverse textual world they live in. This strengthens their multiliteracy in the digital age. The aim is for students to learn to examine media texts, fiction and other texts in the surrounding society with curiosity and criticism, to understand the aims of texts and the reasons behind those aims, and to broaden their knowledge of text genres. In Espoo, the study unit can involve collaboration with libraries or other cultural institutions, for example.

Language and textual awareness (1 cr)

OMÄal/ar/en/es/fa/hi/it/ku/ma/pl/pu/de/so/th/tr/un/ve/vi/vt02

Modules in the study unit

- Language and textual awareness, 1 cr (OMÄ2), Optional

Objectives

Language and textual awareness

The objective of the module is that the students

• improve their language and textual awareness
• develop their understanding of their mother tongue and texts as entities that construct meanings.

Core contents

Language and textual awareness

• mother tongue and identity, language variation, position of languages, viability and endangered status of languages
• language policy, unilingualism and plurilingualism, language ideologies, principles of language planning
• concept of multiliteracy, concept of genre, broad conception of text

Local specification

Transversal competences

Well-being competence

Strengthening language awareness and practising interaction skills helps students recognise their own strengths and skills and build their own identity as language users and communicators. At the same time, students develop their cooperation and social skills.

Interaction 1 (1 cr)

OMÄal/ar/en/es/fa/hi/it/ku/ma/pl/pu/de/so/th/tr/un/ve/vi/vt03

Modules in the study unit

- Interaction 1, 1 cr (OMÄ3), Optional

Objectives

Interaction 1

The objective of the module is that the students

• are emboldened to communicate and develop their selfimage as communicators as well as their perceptions of language and identity
• improve their group communication skills and learn to analyse and evaluate the phenomena of group communication
• learn to examine the significance and situationspecific variations of linguistic and nonverbal devices in different interactive situations.

Core contents

Interaction 1

• reflecting on the students' personal interactive skills, giving and receiving feedback, listening skills as well as goaloriented and constructive participation in group interaction
• analysing interactive situations, building a discussion, negotiation of meaning, language and nonverbal communication
• language and identity as well as situationspecific variations of language

Local specification

Transversal competences

Well-being competence

Practising interaction skills helps students recognise their own strengths and skills and build their own identity as language users and communicators. At the same time, students develop their cooperation and social skills.

Literature 1 (2 cr)

OMÄal/ar/en/es/fa/hi/it/ku/ma/pl/pu/de/so/th/tr/un/ve/vi/vt04

Modules in the study unit

- Literature 1, 2 cr (OMÄ4), Optional

Objectives

Literature 1

The objective of the module is that the students

• advance and diversify their modes of reading
• know genres and ways to express of fiction, nonfiction, and cinema in their mother tongue
• diversify their skills in reading, analysing, and interpreting versatile literature, using an appropriate approach and concepts
• learn about their material and immaterial cultural heritage.

Core contents

Literature 1

• tasks of literature and modes of reading, in particular experiential reading and writing
• key genres and ways to express of literature, concepts used in literary analysis
• narratives and narrativity in fiction and nonfiction
• narration in multimodal texts, including a theatrical performance, cinema, and music

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, students develop their multiliteracy as they deepen their skills in the analysis and interpretation of fiction. The aim is also to enjoy fiction in an experiential way. The study unit can make use of the cultural offerings of the Helsinki Metropolitan Area, particularly Espoo, and include visits to the theatre or cinema, for example.

Interaction competence

The aim is to make reading a communal activity. Students discuss literary and cultural experiences with others, which allows them to discuss not only the works themselves, but also the themes they deal with. The works read can be presented to the entire general upper secondary school community through the publication of reading tips or book reviews, or at literary events, for example.

Well-being competence

Interpreting and discussing the themes of the works provides students with an opportunity to develop their empathy skills and also to cultivate their own perseverance in a world of change and surprises.

Interpreting texts 1 (2 cr)

OMÄal/ar/de/en/es/fa/hi/it/ku/ma/pl/pu/so/th/tr/un/ve/vi/vt05

Modules in the study unit

- Interpreting texts 1, 2 cr (OMÄ5), Optional

Objectives

Interpreting texts 1

The objective of the module is that the students

• advance their critical literacy, particularly media literacy
• learn to interpret multimodal texts and to analyse their ways to express and interaction
• understand the operating methods of the media, significance of the media in building identities, and the role of the media in exerting influence in society
• are able to justify their views diversely, understand justifications given by another person, and are able to evaluate them as well as have a constructive attitude towards differing opinions.

Core contents

Interpreting texts 1

• freedom of expression, media criticism, media ethics
• linguistic and audiovisual means of involvement as well as practices and rhetorical means of argumentation
• recognising ideological traits in texts, differences between opinion and scientific knowledge, visibility of minorities and minority languages in the media
• source criticism, information acquisition and management, and copyrights
• analysing and producing spoken and written texts that are argumentative and tendentious

Local specification

Transversal competences

Societal competence

Many aspects of societal competence are closely related to the key content of the study unit. These include reading with source criticism, influencing skills and recognising the values contained in spoken or written texts, for example. During the study unit, students practise analysing the means of influence used in different texts and explaining and evaluating these means of influence based on the context, genre, target group and objective of the text. On the other hand, students practise producing effective spoken and written texts.

Global and cultural competence

Students examine the use of means of influence in both the domestic media environment and the global world of media and technology. At the same time, students reflect on ethical agency in the textual world of the digital age.

Writing 1 (1 cr)

OMÄal/ar/en/es/fa/hi/it/ku/ma/pl/pu/de/so/th/tr/un/ve/vi/vt06

Modules in the study unit

- Writing 1, 1 cr (OMÄ6), Optional

Objectives

Writing 1

The objective of the module is that the students

• are emboldened as writers and advance their skills in mastering the writing process in their mother tongue
• are able to use other texts in their mother tongue as a basis for their writing and to evaluate the reliability of texts
• advance their understanding of how the structure, language, and ways to express of a text influence its meanings.

Core contents

Writing 1

• writing as a process: coming up with ideas, defining the topic, and selecting the viewpoint; structuring, editing, and polishing the style; giving and receiving feedback
• writing based on texts, editing the language and form of texts, normative writing
• exercises in literary art that support the students in expressing a personal voice

Local specification

Transversal competences

Multidisciplinary and creative competence

The study unit teaches writing skills. Developing writing skills requires self-reflection and recognition of one's own competence, but also the ability to identify, analyse and interpret the techniques used in written text.

Interaction competence

In written communication, the aim is to develop social skills and constructive communication skills by means such as considering how and to whom the message is directed and how the target group influences the methods used in text.

Well-being competence

By developing their writing skills, students also develop their own identity as writers. Developing demanding skills also requires learning perseverance, which can also be applied to other areas of life.

Interaction 2 (1 cr)

OMÄal/ar/en/es/fa/hi/it/ku/ma/pl/pu/de/so/th/tr/un/ve/vi/vt07

Modules in the study unit

- Interaction 2, 1 cr (OMÄ7), Optional

Objectives

Interaction 2

The objective of the module is that the students

• become emboldened as public speakers and increase their understanding of nervousness related to public speaking
• improve their public speaking skills and ability to produce different spoken texts, also in digital environments
• advance their ability to analyse and evaluate spoken texts and audiovisual communication.

Core contents

Interaction 2

• nervousness related to public speaking and alertness, interactive nature of public speaking, and the audience's responsibility
• constructing a speech and delivering it alone, in a group or as an audiovisual text; skills in targeting, maintaining contact, illustration, and expression.
• interaction skills and ethics on different communication channels, such as the social media
• analysing and evaluating spoken and audiovisual texts

Local specification

Transversal competences

Multidisciplinary and creative competence

The study unit teaches interaction and presentation skills. Concrete development of interaction skills can be practised by preparing and delivering argumentative speeches, for example. Developing interaction skills requires self-reflection and recognition of one's own competence, but also the ability to identify, analyse and interpret the techniques used in spoken text.

Interaction competence

In spoken communication, the aim is to develop social skills and constructive communication skills by means such as considering how and to whom the message is directed and how the target group influences the methods used in speech.

Well-being competence

By developing their interaction and writing skills, students also develop their own identity as writers and communicators. Developing demanding skills also requires learning perseverance, which can also be applied to other areas of life.

Literature 2 (2 cr)

OMÄal/ar/en/es/fa/hi/it/ku/ma/pl/pu/de/so/th/tr/un/ve/vi/vt08

Modules in the study unit

- Literature 2, 2 cr (OMÄ8), Optional

Objectives

Literature 2

The objective of the module is that the students

• improve their knowledge of literature in their mother tongue and learn to examine fiction also as a part of changing society
• understand the significance of different contexts in interpreting literature.

Core contents

Literature 2

• examining literature in their mother tongue in its different contexts: the context of the author and the genre, historical and cultural context, political and societal context
• examining texts from different perspectives, including the conception of humanity, identities, perception of the world as well as changes in values and ideologies
• literature as a diverse, polyphonic and multilingual phenomenon

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, students read works of fiction and other texts, interpreting them in particular in relation to their contexts. The aim is for students to use their knowledge of the world, acquired in different subjects and elsewhere in their lives, to interpret texts. The purpose of context-based reading is to fuel curiosity and encourage students to seek meaning and combine ideas in new ways as well.

Global and cultural competence

Studying key periods and works in literary history increases students' awareness of Finnish, European and global cultural heritage and their understanding of cultural diversity.

The study unit can make use of the cultural offerings of Espoo and the wider Helsinki Metropolitan Area, particularly theatre. For example, students can experience new dramatisations of classic works.