Mother Language Teaching and Skills Development: An Analysis of the Curricula of Secondary Education in European Countries and Brazil

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Abstract

This paper is part of the research project *Language, what do I want you for?!* which has as one of its objectives to discuss the role of the mother language in the development of skills, understood here as the ability to mobilize the knowledge available to achieve a goal, in carrying out processes, in a responsible manner (OECD, 2019). To this end, we carried out a comparative analysis of the national curriculum guidelines for the teaching of the mother language in the curricular programs of secondary education in 6 different countries - Germany, Spain, France, Portugal, United Kingdom and Brazil. This is a qualitative exploratory research that uses content analysis as a technique for analyzing the information collected. We compared the conception of language adopted, the objectives of teaching the mother language, the presence and the type of skills to be developed in students in each country. The skills are identified by the OECD (2013, 2018) as indispensable elements for the promotion of social inclusion, the generation of prosperity and the transformation of lives. The first results of our analysis point to: 1. an approach to the language as an element of learning and social participation; 2. predominant presence of cognitive and metacognitive skills such as critical thinking, creativity, learning to learn, understanding other cultures; 3. presence of social and emotional skills, such as communication, empathy, collaboration, respect for others; 4. strong influence of the OECD skills model on the most recently reformulated curricula; 5. less approximation to the learning objectives outlined in United Nations Sustainable Development Goal 4.

Keywords: mother language; skills; curriculum; secondary education