

FVU-English

1. Identity and purpose

1.1. Identity

English is a skill subject, knowledge subject and cultural subject. This course deals with the English language in a globalised world. The course includes using the English language as a general means of communication in speech and writing in occupational contexts.

The course is aimed at participants who need to improve their basic English skills in relation to the labour market, with positive spillover effects in relation to future employment, education, private life and social contexts. The course accordingly has a practical focus.

1.2 Purpose

The purpose of FVU-English is to improve the participant's communicative skills so that they can understand spoken and written English and communicate verbally and in writing in occupational and everyday contexts. The teaching is also intended to motivate the participant to learn while taking their job-related needs as the basis for what they need to learn.

2. Learning objectives and curriculum

2.1 Learning objectives

The learning objectives are based on the following five areas of learning:

- Listening comprehension

- Reading comprehension

- Conversational skills

- Oral skills

- Writing skills

Level 1

The objective of the course is that the participant, within the following areas:

1. Listening comprehension

a) can understand simple statements related to working life and everyday contexts when the speaker speaks slowly, clearly and with breaks

2. Reading comprehension

a) can understand everyday words and simple sentences related to the participant's working life and everyday context

3. Conversational skills

a) can understand and answer simple questions about basic subjects related to working life and everyday contexts when the speaker speaks slowly, clearly and helps the participant formulate himself/herself

4. Oral skills

a) can provide rudimentary information using a basic vocabulary and simple sentences

b) can use fixed expressions and simple phrases

5. Writing skills

a) can write simple words, lists and fixed expressions that relate to familiar topics related to working life and everyday contexts

6. Additionally,

a) can employ appropriate listening, speaking, reading and learning strategies

b) can use dictionaries (including both physical and digital) and other aids at a foundational level

Level 2

The objective of the course is that the participant, within the following areas:

1. Listening comprehension

a) can understand the most common words and phrases that are relevant to the participant's working life and everyday context

b) can understand the essence of short and clear verbal statements

2. Reading comprehension

a) can read and comprehend short, simple texts on familiar topics containing the most common words related to working life and everyday contexts

b) can find relevant information in messages, e-mails, simple instructions for use, etc.

3. Conversational skills

a) can carry on simple conversations about specific and familiar topics in the workplace and in everyday contexts

4. Oral skills

- a) can communicate appropriately in relation to specific situations

5. Writing skills

- a) can write cues, short messages, e-mails and notes on familiar topics using simple fixed expressions

6. Additionally,

- a) can employ appropriate listening, speaking, reading and learning strategies
- b) can use dictionaries (including both physical and digital) and other aids at a foundational level

Level 3

The objective of the course is that the participant, within the following areas:

1. Listening comprehension

- a) can comprehend the essence and specific information of spoken English on key and familiar topics related to working life and everyday contexts

2. Reading comprehension

- a) can comprehend short, simple texts on familiar topics related to working life and everyday contexts
- b) can find relevant information in messages, e-mails, simple instructions for use, etc.

3. Conversational skills

a) can carry on conversations in simple, comprehensible and more coherent language on familiar topics related to working life and everyday contexts via a core vocabulary

4. Oral skills

a) can express their opinion in an appropriate and comprehensible manner

5. Writing skills

a) can express themselves comprehensibly in writing via e-mails, more elaborate messages and notes

6. Additionally,

a) can select appropriate listening, speaking, reading and learning strategies

b) can use dictionaries (including both physical and digital) and other aids

c) can navigate around English-language websites and search for simple and relevant information

d) can recognise and talk about different cultural and living conditions in a globalised world within familiar everyday topics.

Level 4

The objective of the course is that the participant, within the following areas:

1. Listening comprehension

a) can comprehend the essence and specific information of spoken English on key and familiar topics from working life and everyday contexts

2. Reading comprehension

a) can understand and extract information from texts on familiar topics and unfamiliar topics that are related to working life and everyday contexts

3. Conversational skills

a) can discuss, explain and provide suggestions and instructions in a work-related process

b) can express their opinion in an appropriate and comprehensible manner

4. Oral skills

a) can express attitudes and opinions orally in a comprehensible and coherent English

b) can present a well-known topic about working life and everyday contexts in simple, coherent English

5. Writing skills

a) can write notes, messages and simple e-mails using relevant work terms

6. Additionally,

a) can select appropriate listening, speaking, reading and learning strategies

b) can use dictionaries (including both physical and digital) and other aids

c) can navigate around English-language websites and search for simple and relevant information

d) can apply a foundation of knowledge about different cultures and living conditions in a globalised world.

2.2. Core material

The core material covers:

In Level 1

- a) Simple communication strategies
- b) Elementary (or basic) vocabulary from working life and the participant's everyday context
- c) Foundational fixed expressions that are relevant in relation to working life and the participant's everyday context
- d) Functional word reading and spelling at a basic level, including knowledge of simple recognisable spelling patterns
- e) The structure of the English language, including syntax, word formation and pronunciation at a basic level
- f) Simple texts, including multimodal ones, about topics related to working life and the participant's everyday context
- g) Information retrieval, including the use of dictionaries

In Level 2

- a) Simple communication strategies
- b) A core vocabulary from working life and the participant's everyday context
- c) Fixed expressions that are relevant in relation to the workplace, working life and the participant's everyday context

- d) Functional word reading and spelling at a basic level, including knowledge of simple recognisable spelling patterns
- e) The structure of the English language, including syntax, word formation and pronunciation at a basic level
- f) Simple texts, including multimodal ones, in different genres on topics related to working life and the participant's everyday context
- g) Information retrieval, including the use of dictionaries

In Level 3

- a) Communication strategies
- b) A core vocabulary from working life and the participant's everyday context
- c) Fixed expressions that are relevant in relation to working life and the participant's everyday context
- d) Functional word reading and spelling at a basic level, including knowledge of regular and more advanced spelling patterns
- e) The structure of the English language, including syntax, word formation and pronunciation at a foundational level
- f) Short texts, including audio and images, about topics related to working life and the participant's everyday context
- g) Information retrieval, including the use of dictionaries
- h) Basic knowledge of cultural and societal conditions in a globalised world.

In Level 4

- a) Communication strategies
- b) A vocabulary and fixed expressions from working life and the participant's everyday context
- c) Functional word reading and spelling at a basic level, including knowledge of regular and more advanced spelling patterns
- d) The structure of the English language, including syntax, word formation and pronunciation at a foundational level
- e) Different types of texts, including short subject-specific texts, related to working life and the participant's everyday context
- f) Information retrieval, including the use of dictionaries
- g) Basic knowledge of cultural and societal conditions in a globalised world.

2.3 Supplementary material

The supplementary material is intended to add further elaboration to the core material. The participant's horizons should be expanded in relation to interaction in different work and social contexts, as well as in terms of their foundational knowledge of different cultures and living conditions in a globalised world. This applies to all four levels. The relevancy of the supplementary material is determined on the basis of the individual participant's needs and circumstances in relation to their working life and everyday context.

Supplementary material for all four levels may, for example, include:

- social conventions in different social situations

- foundational knowledge of different cultures and living conditions in a globalised world

3. Organisation

3.1 Didactic principles

Practice-based learning Participants work with content from working life and everyday contexts through authentic assignments, and the participants are taught how to use what they learn in relevant contexts.

Explicit learning objectives: The teacher ensures that the participants understand what they are going to learn and why in relation to specific assignments and the overall organisation of the course. The learning objectives can be individualised.

Clear structure: The teaching and learning processes should be organised in a structured manner with a view to ensuring progression for each participant. This clear structure includes the framework for teaching, forms of collaboration and completing assignments. Participants should be given assignments that require their active participation in the course.

Differentiation: The starting point for each participant's learning is their prior knowledge of the subject and their purpose behind taking the course.

Modelling: The teacher outlines and demonstrates how to complete assignments, after which the participant - either on their own or with fellow course participants - completes relevant assignments with support from the teacher along the way.

Linguistic considerations: Consideration should be taken to ensure a bridge is built between the participants everyday language and work-related language.

Compensation: The individual participant's need for compensatory tools will be taken into account.

3.2 Teaching and working methods

The work is mainly organised through a number of topics based on the course's core material and supplementary material and is specially organised according to the participant's working life and everyday needs. The teaching is organised with variation and progression in the choice of working forms, ensuring that the participant achieves a degree of autonomy in the course work. The course focuses on forms of work that develop the participant's communicative competences - both oral and written - and improve their communication and comprehension in relation to working life and everyday contexts.

3.3 IT

The participant is introduced to IT-based forms of work from the start of the course. IT plays a crucial role in working with English and is used in the teaching as a means of communication. IT is also used in connection with searching for information and to help participants train their listening, speaking, reading and writing proficiency. The participant will receive an introduction to how IT and digital technologies can be used as an aid in connection with working life and everyday contexts.

4. Evaluation

4.1 Running evaluation

The participant's progression through the course will be evaluated on a running basis along with their motivation to learn, participation in course activities and reflections on their own learning. The evaluation will be based on the learning objectives and the specific course content.

The teaching, including the choice of teaching and working methods, will be evaluated on a running basis and adapted to each individual participant's work-related and personal learning needs. The evaluation may be conducted orally or in writing or a combination thereof.

4.2 Course documentation/final achievement level assessment

A final achievement level assessment at levels 1, 2 and 3 will be carried out for each participant.

The participant will prepare documentation for the work they have done during the course. The purpose of preparing this documentation is to give the participant the opportunity to consider their own learning and progression. This documentation is prepared at the end of the course and will be used by the teacher to carry out the final achievement level assessment.

The content of the course documentation may vary according to industry and the participant's prior experience and knowledge.

The course documentation is based on picture material with an associated glossary. Ideally, the pictures and glossary should be related to the participant's job functions or career aspirations. The participant selects their own area/topic that he/she would like to base their documentation on, although their selection must be approved by the teacher.

Based on the pictures and glossary, the participant will hold a brief oral presentation about their topic. Following that, the participant and teacher will converse in English about the participant's topic of choice.

The assessment focuses on the participant's ability to:

- present the documentation
- use a relevant vocabulary
- express themselves with comprehensible pronunciation
- listen actively and engage in the conversation.

The achievement level assessment is based on the course documentation and conversation between the participant and teacher. The achievement level assessment uses a binary pass/fail grading system.

4.3 Final assignment

Step 4 concludes with a locally held exam.

During the course, the examinee prepares a brief oral presentation based on a topic of their choosing within one of the course topics. As the basis for the presentation, the examinee must produce picture material with a written element in the form of a brief text for each picture. The presentation is submitted to the teacher and sent to the external examiner before the exam. The exam starts with a brief presentation by the examinee. Based on the presentation as well as the written component, the examinee converses with the examiner. The examination time is 15 minutes.

The examinee's performance is assessed according to a binary pass/fail grading system.

4.3.1 Examination basis

The examination basis is the brief oral presentation of a topic selected by the examinee as well as the written component.

4.3.2 Basis of assessment

The basis of assessment is the oral presentation of a topic selected by the examinee as well as the written component.

4.3.3 Assessment criteria

The assessment of the oral exam focuses on the following:

- The examinee is capable of presenting a prepared topic and conversing about it, elaborating on it and providing reasoning for their views.

The examinee is able to converse in a clear and comprehensible language as well as employ strategies to carry on the conversation naturally.