

## Syllabus for municipal adult education in Swedish for immigrants

### The purpose of the tuition

Municipal adult education in Swedish for immigrants (SFI) is an advanced language instruction that is intended to give adult immigrants a basic knowledge of the Swedish language. It gives students with another mother tongue the opportunity to learn and develop a functional knowledge of Swedish as a second language. The education should provide the language tools for communication and enable active participation in everyday life, in society, at work and in pursuing further studies. The student should also be given the opportunity to develop different language learning strategies along with strategies which support his or her ability to communicate. The education is also intended to give adult immigrants who lack basic reading and writing skills the opportunity to acquire these skills. A student who is not functionally literate or who uses a writing system other than the Latin alphabet should receive instruction in reading and writing within the framework of the education.

The education is directed at those with different experiences, situations in life, skills and study goals. The teaching should be planned and designed together with the student and adapted to the student's interests, experiences, all-round knowledge and long-term goals.

Depending on the needs of the individual, it should be possible to combine the with gainful employment or other activities, such as labour-market and civic orientation, validation, practical training in companies or other tuition. Instruction must therefore be designed to be as flexible as possible regarding length of time, place, content and work arrangements.

### The objectives and characteristics of the education

Through teaching the municipal adult education in Swedish for immigrants should give the student the opportunities to develop

- his or her ability to read and write in Swedish,
- his or her ability to speak, listen and converse in Swedish
- his or her ability to understand spoken and written Swedish
- his or her ability to adapt language to different purposes recipients and situations,

- good pronunciation,
- insights into how to learn a language,
- learning -, reading and communication strategies for their continued language development,
- his or her ability to use digital technology and relevant tools for learning and communication, and
- his or her ability to respond to information from different sources.

Municipal adult education in Swedish for immigrants is focused on the student developing communicative language skills. This means that the student is able to communicate both orally and in writing on the basis of his or her needs.

Communicative language skills involve different competencies that interact and complement each other. Communicative language skills therefore presuppose both access to a language system and knowledge about how this system is used.

Instruction should give the student the opportunity to develop knowledge and skills of different kinds and to use strategies to be able to make relevant language choices in relation to the communicative situation in question. Knowledge about the language system includes words, phrases, pronunciation and grammatical structures. Knowledge about language use involves learning how to construct a text and make functional language choices and adaptations in relation to the recipient and purpose.

During instruction the student should meet different kinds of texts where words, images and sound are used in combination both with and without digital tools. The instruction should help the student develop an awareness of how language acquisition works and an insight into his or her own learning. The student should also be given the opportunity to develop intercultural skills by reflecting on his or her own cultural experiences and comparing these with everyday, social, student and working life in Sweden.

The instruction should also help the student develop skills in using digital technology and the relevant tools and media for information, communication and learning.

## The structure of the tuition

Municipal adult education in Swedish for immigrants consists of three different study paths: 1, 2 and 3 and also four different courses: A, B, C and D. Study path 1 consists of courses A, B, C and D, study path 2 of courses B, C and D, and study path 3 of courses C and D. The different study paths are aimed at people with different backgrounds, conditions and goals. The study paths show which entry course and rate of progress is suitable. A student starts his or her studies by taking the study path and the course offered on that study path best suited to his

or her individual circumstances. The knowledge requirements for a course are the same regardless of study path.

Study path 1 is directed primarily at people who have had very little education, while study path 3 is for those who are more used to studying. The assessment of which study path is suitable for a student and which course within the study path the student should start on should be based on a survey of his or her knowledge, prerequisites and what else may be important for the student's opportunities to meet the requirements.

The courses on the three study paths are designed differently depending on the student's study habits, educational background and skills in Swedish at the start of the course.

A student can finish taking the municipal adult education programme in Swedish for immigrants after each course. All students should, however, be given the opportunity to study up to and including course D on their study path, along with the adaptation needed to ensure the student can fulfil the knowledge requirements.

## Learning basic reading and writing skills

The tuition in basic reading and writing skills is directed at those who have had no former education and those who have had little education and are not functionally literate. By undertaking the municipal adult education programme in Swedish for immigrants, especially if they choose study path 1 the student should be given the opportunity to acquire basic skills in reading and writing, which includes studying in greater depth and automating his or her skills. Becoming functionally literate in a basic sense of the term can take a long time.

Instruction in basic reading and writing skills may also be needed on study paths 2 and 3 for students who are literate even if they have not mastered the Latin alphabet. In this case the learning process is designed differently.

The tuition in basic reading and writing skills is not linked to any of courses A-D but rather constitutes a separate part in combination with these courses. This is thus a process that can be ongoing the entire time the student is undertaking the municipal adult education Swedish for immigrants to allow time for his or her skills to be automated.

The instruction in basic reading and writing skills can be provided in the student's mother tongue or in another language that the student is fluent in.

The instruction in basic reading and writing skills should give the student the opportunity to

- develop his or her understanding of how written language conveys a message and how the language is constructed,
- develop his or her ability to use the language in different contexts,

- apply the most common rules of the written language,
- use reading and writing to learn, understand and express him- or herself,
- become aware of how to learn a language,
- develop some simple strategies for reading and writing for different purposes, and
- use digital technology and relevant aids for learning reading and writing.

## Assessment

The starting point for the assessment should be the student's ability to use the Swedish language in an intelligible way for different purposes in everyday, social and working life and when pursuing further study. The assessment should examine the student's skills in accordance with the knowledge requirements for the grade Approved. The knowledge requirements are based on five areas of knowledge: listening comprehension, reading comprehension, oral interaction, oral production and writing skills. The areas of knowledge should not be assessed independently of each other, but rather the teacher must carry out an overall assessment of the student's language ability and base this on how well the student actually masters the use of the language. The correctness of the language should be related to the complexity of both its content and the language.

In accordance with Chapter 20, Section 35 of the Education Act (2010:800), grades should be awarded for each completed course. Grades are not awarded for the part of the course that focuses on basic reading and writing skills.

## Knowledge requirements

### Course A

Knowledge requirements for the grade Approved

#### Listening comprehension

The student can, with support, understand clear, simple speech in concrete real-life, everyday situations. The student understands simple and common words and phrases in a brief retelling of incidents in everyday life. The student understands adapted and clear information as well as simple and commonly used oral instructions.

#### Reading comprehension

The student can read and understand simple information in real-life, everyday situations. The student can read and understands information in the form of common words and symbols and very simple phrases as well as adapted and very simple texts on a very familiar subject.

**Oral interaction**

The student can, with support, communicate in concrete real-life everyday situations. The student takes part in very simple, everyday conversation. In conversations the student uses simple words, greeting, polite phrases and forms of farewell and asking and answering simple questions where there is a specific need.

**Oral production**

The student can, with support, communicate using simple language in concrete everyday situations. The student uses simple common words and phrases to talk about his or her personal circumstances and experiences.

**Writing skills**

The student writes personal details using simple words and symbols in concrete, everyday situations. The student writes down important information in a mainly functional way based on concrete needs.

**Course B**

Knowledge requirements for the grade Approved

**Listening comprehension**

The student understands clear, simple speech in common situations in everyday life. The student understands a brief retelling of incidents, conversations, information and adapted news on very familiar subjects. The student understands short and clear oral messages and instructions.

**Reading comprehension**

The student reads and understands simple texts in familiar situations in everyday life. The student reads and understands adapted narrative and descriptive texts on very familiar subjects, concrete information as well as short, clear and simple instructions.

**Oral interaction**

The student can, with support, communicate in common situations in everyday life. The student takes part in simple conversation on very familiar subjects. In conversations the student provides and reacts to statements, opinions and wishes, and asking and answering questions in a way that keeps the conversation going to a certain extent

**Oral production**

The student can, with support and by using simple language communicate in common situations in everyday life. The student talks in a simple way about personal experiences and about individuals, places and incidents they are very

familiar with. The student expresses him- or herself in an intelligible and fairly coherent way.

### **Writing skills**

The student writes simple texts to communicate in common situations in everyday life. The student writes simple and intelligible short messages, greetings and texts about him- or herself and what he or she has experienced. The student creates contexts in a broadly functional way.

## **Course C**

Knowledge requirements for the grade Approved

### **Listening comprehension**

The student understands clear, simple speech in common situations in everyday, social, student and working life. The student understands retelling of incidents, descriptions, conversations, information and news in brief on familiar subjects. The student understands simple and clear oral messages and instructions.

### **Reading comprehension**

The student reads and understands simple texts for everyday, social, student and working life. The student reads and understands short narrative and descriptive texts on familiar subjects, simple informative texts, tables and diagrams and presents a simple argument on the information. Eleven reads and understands short, clear instructions and regulations.

### **Oral interaction**

The student communicates using simple language, with a certain degree of adaptation depending on the purpose and conversation partner, in common situations in everyday, social, student and working life. The student takes part in simple conversation and discussion on familiar subjects. In conversations the student provides and seeks opinions, thoughts and information in a way that moves forward the conversation and discussion to a certain extent.

### **Oral production**

The student communicates using simple language with a certain degree of adaptation depending on the purpose and recipient, communicate using simple language in common situations in everyday, social, student and working life. The student gives a simple descriptive account of personal experiences and opinions regarding familiar subjects, and provides simple advice and instructions. The student expresses him- or herself in an intelligible and fairly coherent way and demonstrates a certain degree of linguistic variation.

**Writing skills**

The student writes simple texts, with a certain degree of adaptation depending on the purpose and recipient, to communicate in common situations in everyday, social, student and working life. The student writes coherent and intelligible narrative and descriptive texts on experiences, impressions and opinions and also informative texts on familiar subjects. The student creates a mainly functional structure in his or her texts and demonstrates a certain degree of variation in the vocabulary and sentence structure.

**Course D**

Knowledge requirements for the grade Approved

**Listening comprehension**

The student understands clear speech in informal and more formal situations in everyday, social, student and working life. The student understands accounts, descriptions, conversations, discussions, information and news on familiar subjects. The student understands detailed and clear oral messages and instructions.

**Reading comprehension**

The student reads and understands simple texts in informal and more formal situations in everyday, social, student and working life. The student reads and understands narrative, descriptive, explanatory and argumentative texts on familiar subjects, explanatory texts, tables and diagrams, and presents a simple argument on the information. The student reads and understands clear instructions and regulations.

**Oral interaction**

The student communicates with a certain degree of adaptation depending on the purpose and conversation partner, communicate in both informal and more formal situations in everyday, social, student and working life. The student takes part in conversation and discussion on familiar subjects and expressing and responding to opinions using simple arguments. The student provides and seeks thoughts and information in a way that moves forward the conversation and discussion to a certain extent.

**Oral production**

The student communicates with a certain degree of adaptation depending on the purpose and recipient, communicate in both informal and more formal situations in everyday, social, student and working life. The student gives a simple descriptive account of current happenings, experiences, impressions and opinions, and gives advice and instructions. The student expresses his or herself in an

intelligible way, with a certain degree of fluency and in a fairly coherent way, and demonstrates a certain degree of linguistic variation.

**Writing skills**

The student writes simple texts, with a certain degree of adaptation depending on the purpose and recipient, to communicate in both informal and more formal situations in everyday, social, student and working life. The student writes, with a certain degree of fluency, coherent and intelligible narratives, descriptive, explanatory and argumentative texts on familiar subjects. The student creates a mainly functional structure in his or her texts and demonstrates a certain degree of variation in the vocabulary and sentence structure. The student uses with a certain degree of assuredness simple and more advanced grammatical structures in his or her texts.