



Competence goals

Oral communication



Competence goals for oral communication

Basic skills in oral communication are a prerequisite for active participation in working life and community life today. The competence goals describe oral skills and strategies that adults need in order to participate actively in various arenas in Norwegian society. The goals have been set up with the purpose of being good guidelines in the development of courses in oral communication.

The framework – a tool in the training of basic skills for adults

Having sufficient basic skills is a decisive requirement for all other learning and competence development. For many adults the quality of the training opportunity and the way the training has been adapted will decide whether they can and wish to participate.

Level 1

Can communicate in a simple way in familiar contexts

The adult should be able to

- use strategies to take part in simple oral communication
- receive and follow up on simple messages and information
- identify and communicate what he/she does not understand and ask for help

Competence goals

Communication and learning strategies

At this level the adult should be able to

- establish a simple conversation
- signal interest and understanding during a conversation verbally and non-verbally
- express what he/she does not understand and ask for help
- reflect upon communicative challenges in his/her own everyday life
- use learning strategies according to his/her own needs to strengthen oral skills

Listen and respond

At this level the adult should be able to

- listen and respond in a simple conversation
- recognise ordinary expressions of courtesy and greeting phrases
- receive and follow up on simple messages and instructions
- recognise the central information in a simple description or story
- identify emotions, opinions and needs expressed in simple verbal and non-verbal language

Speak and communicate

At this level the adult should be able to

- use ordinary expressions of courtesy and greeting phrases
- give simple messages, explanations and instructions
- express needs in everyday situations
- use pronunciation that does not hamper communication to any extent
- speak about his/her job, everyday life and interests
- respond to and ask simple questions about personal matters and topics that he/she is familiar with
- take part in simple conversation about everyday life, work and learning

Level 2

Can take an active part in communication around topics of personal and professional interest in familiar contexts

The adult should be able to

- master oral communication in everyday situations
- take care of his/her own interests and needs in most situations in society
- develop his/her own oral language through strategies adapted to contexts and needs

Competence goals

Communication and learning strategies

At this level the adult should be able to

- establish and maintain conversations in everyday life
- make adaptations of his/her own language to suit the listener, the purpose and the context
- talk about how words and sentence structure create coherence in an oral text
- reflect upon his/her own use of communication strategies
- talk about the importance of pronunciation for communication
- use strategies to clarify and confirm a common understanding
- use various strategies to learn new words and terms
- describe and assess the development of his/her own oral language
- define his/her own learning needs and set his/her own learning goals

Listen and respond

At this level the adult should be able to

- identify the difficulty and react when he/she has not grasped essential information in messages, appointments and instructions
- recognise relevant information in formal situations
- grasp the main content in most current radio and TV programmes
- gather information of personal interest
- understand enquiries from people with different language and dialect backgrounds

Speak and communicate

At this level the adult should be able to

- use central professional expressions in his/her everyday life
- speak with clear pronunciation
- express and give reasons for his/her own opinions and show respect for those of others
- articulate his/her own thoughts, feelings and needs
- give instructions and explanations connected with relevant work tasks
- solve problems and misunderstandings that arise at work and in everyday life
- make appointments and discuss practical tasks in a clear and accurate way
- express his/her own opinions about current issues in the media
- collaborate with others through dialogue and discussions and follow the rules of these types of communication

Level 3

Can communicate flexibly and efficiently in both familiar and unfamiliar contexts

The adult should be able to

- collect and convey information from various arenas in society in an appropriate way
- take an active part in the exchange of views on topics of private and public interest
- take part in and contribute to associations and democratic processes

Competence goals

Communication and learning strategies

At this level the adult should be able to

- acquire necessary vocabulary in new job and learning situations
- make use of a repertoire of various learning strategies
- reflect upon the meaning of non-verbal signals in communication
- reflect upon the choice of language and language use in various situations
- adapt his/her communication strategy to the listener, the purpose and the context

Listen and respond

At this level the adult should be able to

- relate to humour in communication
- understand opinions and attitudes expressed indirectly in oral discourse
- relate critically to information
- comprehend expectations and demands also when these are not explicitly expressed
- receive and respond to positive and negative feedback
- understand varieties of spoken language

Speak and communicate

At this level the adult should be able to

- give relevant contributions to and advance a discussion
- interrupt and change the conversation topic in an appropriate manner
- give feedback to others in a constructive manner
- argue for his/her own views
- carry out planned presentations based on his/her own experience and professional knowledge
- have a conscious attitude to the way language can express and create attitudes to individuals and groups
- chair and write the minutes from meetings and discussions

Annex to competence goals for oral communication

Level 1 Examples

In private and social life	In working life	In education and training
<p>Listen and respond Can comprehend appointments with a physician's office</p> <p>Can understand and follow simple directions to the nearest post office</p> <p>Can comprehend when somebody asks for help in a direct manner</p> <p>Can understand a simple description of the use of medicine at the chemist's</p> <p>Can recognise and round off a call from a telephone sales person</p> <p>Speak and communicate Can start a conversation in a polite way with a neighbour</p> <p>Can give personal information in consultations with public offices</p> <p>Can order tickets for a travel at a counter</p> <p>Can complain about merchandise in a shop</p> <p>Can talk to people one knows about everyday things</p> <p>Can ask for help to get off the bus at the right stop</p>	<p>Listen and respond Can follow a simple work instruction</p> <p>Can understand and respond when a colleague asks for help to solve a job task</p> <p>Can understand the main points in simple chats during breaks</p> <p>Can receive a simple message from his/her own superior about new job tasks</p> <p>Speak and communicate Can give a message when he/she cannot come to work</p> <p>Can give a brief oral report about essential episodes during the shift</p> <p>Can give instructions to a colleague about job tasks that he/she is familiar with</p> <p>Can pass on simple messages related to the job</p>	<p>Listen and respond Can understand what should be done as homework</p> <p>Can understand information about course days to come</p> <p>Can to some extent understand the contributions of other course participants in the learning situation</p> <p>Can comprehend the main content of texts read aloud from current course material</p> <p>Speak and communicate Can ask for help to solve a task</p> <p>Can speak up in a group</p> <p>Can take part in discussions in class</p> <p>Can describe his/her own learning needs to the teacher in a simple way</p> <p>Can account for situations where he/she does not handle the communication</p>

Level 2 Examples

In private and social life	In working life	In education and training
<p>Listen and respond Can ask for information and appointments to be repeated if one has not understood</p> <p>Can understand the main content of a brief report on TV and radio</p> <p>Can understand information related to oneself in meetings one has been summoned to</p> <p>Speak and communicate Can express concern about one's own and the children's health in talks with medical personnel</p> <p>Can find out about one's own rights and responsibilities in meetings with public offices</p> <p>Can rephrase messages in one's own words to make sure that one has understood properly</p>	<p>Listen and respond Can ask a colleague or a superior to repeat work instructions</p> <p>Can grasp information and messages that are important for his/her job functions at a personnel meeting</p> <p>Is attentive to unfamiliar professional terms and willingly asks for words to be repeated and explained</p> <p>Can follow the chain of thoughts in a group conversation among colleagues during the break</p> <p>Speak and communicate Can adapt his/her use of language and forms of address to various formal and informal conversations at work</p> <p>Can phone employers and enquire about an advertised position</p> <p>Can explain to a replacement what his/her own job tasks consist of</p>	<p>Listen and respond Can understand the main content of a lesson</p> <p>Can understand messages about how participants are to prepare for the next course day</p> <p>Speak and communicate Can explain in what areas he/she needs training</p> <p>Can account for motivation and expectations related to the training</p> <p>Can express specific goals for his/her own training process</p> <p>Can give reasons for disagreement with another participant in a respectful way</p> <p>Can account for personal experiences that are relevant for the training</p>

Level 3 Examples

In private and social life	In working life	In education and training
<p>Listen and respond Can remain informed through listening to news programmes on TV and radio</p> <p>Can understand and assess information in encounters with public offices</p> <p>Can act as an sympathetic listener when others describe their life situations</p> <p>Speak and communicate Can chair meetings in associations</p> <p>Can promote his/her own views in parent/teacher meetings</p> <p>Can sum up discussions in a tenant-owners' association</p> <p>Can argue for his/her own rights versus a representative of the authorities</p> <p>Can give positive and negative feedback to the children's teachers</p>	<p>Listen and respond Can judge what information is relevant for inclusion in the minutes from a meeting</p> <p>Can understand professional presentations related to his/her own workplace</p> <p>Can relate to irony and humour in conversations with colleagues</p> <p>Can understand customers who speak a different dialect</p> <p>Speak and communicate Can account for the content of a union meeting</p> <p>Can chair team meetings</p> <p>Can present professional matters that are relevant to others in his/her workplace</p> <p>Can negotiate his/her own working hours and wages</p>	<p>Listen and respond Can follow oral presentations in professional training without particular adaptations</p> <p>Can take hints from other course participants about his/her own contribution during group work</p> <p>Can comprehend and memorise new terms that are introduced in the training</p> <p>Speak and communicate Can present a text of current interest and make it relevant for other course participants</p> <p>Can introduce new topics in a group discussion</p> <p>Can ask his/her facilitator for in-depth feedback on the quality of a written assignment</p>

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