



## Higher National Unit specification

### General information for centres

**Unit title:** Language and Learning in ESOL

**Unit code:** F43X 33

**Unit purpose:** This Unit is designed for people who are tutoring, or intend to tutor, ESOL (English for Speakers of Other Languages) learners as volunteers or assistants. Candidates may have no prior ESOL teaching/tutoring qualifications. The Unit provides an introduction to the core knowledge required to work with ESOL learners in a supported context.

While the Unit is expected to be undertaken by those new to the field of ESOL, it might also be appropriate for teachers of other subjects who have ESOL learners in their classes and, therefore, wish to develop a broader understanding of issues related to English language development and how this might impact on their own teaching/tutoring contexts. It might also be appropriate for those working in Community Learning and Development who have an added ESOL responsibility.

On completion of the Unit the candidate should be able to:

- 1 Explain factors affecting ESOL learning.
- 2 Identify lexical, grammatical and phonological features of the English language.
- 3 Describe language skills.
- 4 Explain factors affecting language selection in ESOL tutoring.

**Credit points and level:** 1 HN credit at SCQF level 6: (8 SCQF credit points at SCQF level 6\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Access to the qualification is at the discretion of the centre and it is strongly recommended that centres use selection criteria, including interview and a written statement from the potential candidate, to ensure candidates will be able to cope with the language competences necessary to achieve the qualification.

Although there are no formal entry requirements for this award, it is recommended that candidates should have, or should be working towards, an SCQF level 5 qualification or equivalent in Communication/English; for example, EE3T 11 Communication 3, Standard Grade English or C115 Intermediate 2 English. Candidates whose first language is not English should have English Language competence at least at SCQF level 6 across the four linguistic skills of Listening, Speaking, Reading and Writing; for example, C222 12 Higher ESOL

## General information for centres (cont)

In addition candidates should have an interest in and commitment to the development of ESOL nationally and locally and confidence in their own literacy skills. It is also recommended that candidates have basic ICT skills or are willing to learn. The previous educational experience of potential candidates is likely to vary considerably.

This qualification is likely to attract a wide range of candidates from different backgrounds and experience. Therefore, centres are encouraged to take into account experience, lifeskills and potential ability. Formal academic qualifications are not, by themselves, indicators of suitability to this award.

**Core Skills:** There are opportunities to develop the Core Skills of *Communication* at SCQF level 6, *Problem Solving* at SCQF level 6, *Working with Others* at SCQF level 4 and *Information Technology* at SCQF level 4 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit is the first of two Units which make up the *PDA: Introduction to Tutoring ESOL*. The PDA is intended for candidates who:

- ◆ are new to the field of ESOL delivery
- ◆ are following a training programme for ESOL volunteer tutors or tutor assistants
- ◆ are already involved in the delivery of ESOL and seek recognition through national certification
- ◆ are teachers/tutors of other subjects with ESOL learners in their classes
- ◆ have an added ESOL responsibility in their work.

This Unit is intended for candidates who will deliver ESOL in a supported context.

It should be delivered in the context of a suitable training programme, which aims to enable candidates to contribute to tutoring in ESOL.

**Assessment:** Outcomes 1 and 4 of this Unit can be assessed by two separate assignments, one of which must be a piece of writing of 600 words. The other can also be in written form or be a 10 minute oral presentation. Outcomes 2 and 3 of this Unit will be assessed by (a) closed-book test(s) totalling 80 items. Candidates are advised to complete this Unit before embarking on the following Unit; however, in appropriate circumstances the two Units could be delivered concurrently.

Exemplar instruments of assessment and marking guidelines are produced to show the national standard of achievement required at SCQF level 6.

## **Higher National Unit specification: statement of standards**

**Unit title:** Language and Learning in ESOL

**Unit code:** F43X 33

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Explain factors affecting ESOL learning

#### **Knowledge and/or Skills**

- ◆ Context for ESOL learning
- ◆ Learner background
- ◆ Motivation
- ◆ Barriers to learning
- ◆ Cultural issues
- ◆ Learning styles

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain a context in which ESOL learning occurs. The explanation must include at least two of the following: who, where, when, why.
- ◆ explain how three of the following factors affect learning: learner background, motivation, barriers to learning, cultural issues and learning styles. This explanation must consider both positive and negative aspects.

This assessment of approximately 600 words or a presentation of approximately 10 minutes does not need to be completed in closed test conditions. Candidates must meet all the Evidence Requirements in order to achieve the Outcome.

#### **Assessment Guidelines**

This assessment can have a general approach or can be based around a candidate's experience of a specific learner/group of learners.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Language and Learning in ESOL

### **Outcome 2**

Identify lexical, grammatical and phonological features of the English language

#### **Knowledge and/or Skills**

- ◆ Word formation
- ◆ Parts of speech
- ◆ Sentence structure
- ◆ Tenses
- ◆ Pronunciation (sounds, stress and intonation)

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ identify prefixes and suffixes, synonyms, antonyms, compounds.
- ◆ identify parts of speech. This must include: article, adjective, noun, pronoun, main verb, auxiliary verb, adverb, preposition, conjunction.
- ◆ identify word order and sentence structure.
- ◆ identify simple, continuous and perfect aspects of past, present and future forms. Not every possible combination needs to be discretely assessed.
- ◆ identify the number of syllables and main stress in words ranging from two to five syllables.
- ◆ identify the stress and intonation in short positive and negative statements, and questions.

Candidates must identify all of the above to achieve this Outcome through a closed-book test of approximately 50 items, within one hour. Assessment should address both meaning and form. Candidates must meet all the Evidence Requirements in order to achieve the Outcome.

#### **Assessment Guidelines**

This Outcome can also be assessed along with Outcome 3 by means of a closed-book test of 80 items, with a recommended time of 1 hour and 30 minutes. Tasks can include matching exercises, multiple choice, odd one out, and re-ordering activities.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Language and Learning in ESOL

### **Outcome 3**

Describe language skills

#### **Knowledge and/or Skills**

- ◆ Listening
- ◆ Speaking
- ◆ Reading
- ◆ Writing

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by describing the language skills in relation to tutoring ESOL learners in the following areas:

- ◆ the process of listening. This must include how and why people listen.
- ◆ the skills of speaking. This must include aspects of fluency and accuracy.
- ◆ the process of reading. This must include how and why people read.
- ◆ the process of writing. This must include how and why people write.

Candidates will achieve this Outcome through a closed-book test of approximately 30 items, within 30 minutes. Candidates must meet all the Evidence Requirements in order to achieve the Outcome.

#### **Assessment Guidelines**

This Outcome can also be assessed along with Outcome 2 by means of a closed-book test of 80 items, with a recommended time of 1 hour and 30 minutes. Tasks can include matching exercises, multiple choice, odd one out, and re-ordering activities.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Language and Learning in ESOL

### **Outcome 4**

Explain factors affecting language selection in ESOL tutoring

#### **Knowledge and/or Skills**

- ◆ Language grading
- ◆ Language learning levels
- ◆ Functions and exponents
- ◆ Lexical selection

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain how a tutor needs to adapt their spoken language to the learning context. The explanation must include why, when and how.
- ◆ explain the relationship between learner level and language taught. The explanation must consider the complexity of the exponents of functions and lexis.

This assessment of approximately 600 words or a presentation of approximately 10 minutes does not need to be completed in closed test conditions. Candidates must meet all the Evidence Requirements in order to achieve the Outcome

#### **Assessment Guidelines**

It is suggested that centres use observation of qualified ESOL teachers and their learners to provide supporting material for this assessment.

## Administrative Information

**Unit code:** F43X 33

**Unit title:** Language and Learning in ESOL

**Superclass category:** GC

**Original date of publication:** August 2008

**Version:** 01

### History of changes:

Version	Description of change	Date

**Source:** SQA

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## Higher National Unit specification: support notes

### Unit title: Language and Learning in ESOL

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

This Unit is the first of two Units which make up the *PDA: Introduction to Tutoring ESOL*. It is intended for people who are tutoring, or intend to tutor, ESOL learners, as volunteers or assistants, are interested in ESOL tutoring or who, in their work, have an added ESOL responsibility. It should be delivered in the context of a suitable training programme, which aims to enable candidates to contribute to tutoring in ESOL.

The Outcomes have been arranged so that there is a logical progression from:

- 1 factors affecting learning, to
- 2 the candidate's own language and skills awareness, to
- 3 how 1 and 2 have implications for delivery.

In **Outcome 1** candidates should understand the current context of ESOL provision at both local and national level. This should include where and when the learning takes place, who the target audience is and support mechanisms. The focus is on the learner, their background and the factors which affect ESOL learning. This will include:

- ◆ considerations of countries of origin and language background, educational experience or lack of it
- ◆ reasons for learning, such as for personal/social purposes, including citizenship, for study purposes, for work purposes
- ◆ barriers to learning, such as first language interference, literacy needs, the affective variable, (eg surroundings, emotional factors), family and work constraints
- ◆ cultural issues, such as interaction between cultures, gender issues, and educational expectations
- ◆ learning styles, such as visual, audio, and kinaesthetic preferences.

Candidates should recognise the importance of all the above in contextualising ESOL tuition to make it relevant to the learners and their experience. They should be familiar with and understand the learner-centred (social practice) approach, which puts the learner and their needs at the centre of ESOL learning.

In **Outcome 2** candidates should develop a basic understanding of how English language works in the context of ESOL delivery. They should become familiar with basic lexical, grammatical and phonological terminology, the relationship between form and meaning and develop an awareness of their own spoken and written language.



## Higher National Unit specification: support notes (cont)

### Unit title: Language and Learning in ESOL

‘Word formation’ includes prefixes and suffixes, synonyms, antonyms, compounds.

‘Parts of speech’ includes articles, adjectives, nouns, pronouns, main verbs, auxiliary verbs, adverbs, prepositions, conjunctions.

‘Word order’ includes subject + verb + object.

‘Sentence structure’ includes statement, negative and interrogative (question) forms.

‘Tenses’ includes the simple, continuous and perfect aspects of past, present and future forms.

‘Individual sounds’ includes sounds which might cause problems for learners, and identifying the number of syllables and main stress in words ranging from two to five syllables.

‘Stress and Intonation’ includes identifying the stress and rise and fall of tone in short positive and negative statements, and questions.

In **Outcome 3** candidates should develop a basic understanding of the four Skills, and related subskills — reading/listening for gist, reading/listening for detail; reading — skimming and scanning; speaking — fluency, accuracy and how these influence correction techniques; writing — layout, purpose, genre, spelling and punctuation. Candidates should also become aware of how the four skills are integrated and developed in the ESOL tutoring context.

In **Outcome 4** centres should make candidates aware of general learner levels from beginner (Access 2) to advanced (Higher). They should also deal with learners’ differing levels across the four Skills, commonly referred to as ‘spiky/jagged profiles’.

Candidates should also become aware of two different aspects of language selection in ESOL tutoring.

- 1 How a tutor monitors and modifies their own language use, especially spoken, depending on learner level. This should include such areas as giving instructions, giving feedback, questioning and classroom management.
- 2 How a tutor selects appropriate functional language and lexis to present, depending on learner level. An example of this is using ‘sit down’ at lower levels compared to ‘take a seat’ at higher levels, or ‘Let’s +V’ at lower levels compared to ‘Do you fancy + V+ing’ at higher levels.

Observation of different levels of ESOL learners would help to illustrate the above.

### Guidance on the delivery and assessment of this Unit

It is suggested that centres use a wide range of delivery methods appropriate to a training environment. This could include; lectures, groupwork, workshops, loop input, peer teaching.

Observation of qualified teachers, in real time or DVD, could be integrated into this Unit. Use of a wide variety of teaching resources, such as DVD, video, cassette recorders, smart boards, realia, may help familiarise candidates to the kinds of resources they might encounter in a tutoring situation.

Centres should take care to develop and deliver courses appropriate to the learners which candidates may encounter. These could include not only adult learners but also primary and secondary pupils.

## Higher National Unit specification: support notes (cont)

### Unit title: Language and Learning in ESOL

It is particularly important that centres and their respective courses take account of the context in which candidates are (or will be) delivering ESOL and that the course content specifically addresses this.

With reference to candidates' written English, centres should ensure that candidates can produce writing which is at SCQF level 6. The general skill for the component Written Communication of the Core Skill *Communication* at SCQF 6 is 'Produce well-structured written communication on complex topics'. Further guidance on this can be found in the Core Skills framework, but, as a general guide, candidates must:

- ◆ present all essential ideas/information and supporting detail in a logical and effective order
- ◆ use a format, layout and word choice which are appropriate to the content and context, adapted to meet the needs of the target audience and effective in meeting the purpose
- ◆ where a prescribed format is used, it should be used consistently and effectively
- ◆ use spelling, punctuation and sentence structures which are consistently accurate (a few errors may be present but will not be significant)
- ◆ use some specialist vocabulary where appropriate.

In the case of oral assessment, the centre should consider the Core Skill of Oral Communication at SCQF level 6 as an appropriate benchmark for achievement. The general skill here is 'Produce and respond to oral communication on a complex topic.' Further guidance on this can be found in the Core Skills framework, but, as a general guide, candidates must:

- ◆ structure communication to take full account of purpose and audience
- ◆ convey all essential information, opinions or ideas with supporting detail accurately and coherently and with varied emphasis as appropriate
- ◆ use vocabulary and a range of spoken language structures consistently and effectively at an appropriate level of formality
- ◆ use some complex or specialist language where appropriate
- ◆ use supporting images (OHP, slides, illustrations, models or images using IT or multimedia tools) where appropriate
- ◆ take account of situation and audience during delivery (eg pace, eye contact, posture, gesture)
- ◆ respond to others, taking account of their contributions (eg listening, responding, clarifying, summarising).

### Outcome 1 — Explain factors affecting ESOL learning

Areas to consider when devising training sessions:

- ◆ Context for ESOL learning
- ◆ Learner background
- ◆ Motivation
- ◆ Barriers to learning
- ◆ Cultural issues
- ◆ Learning styles

Refer to Guidance on content and context above.

## **Higher National Unit specification: support notes (cont)**

### **Unit title:** Language and Learning in ESOL

Centres may wish to consider delivering a lesson in a foreign language (which is unknown to the candidates), where candidates take on the role of language learners. This will provide candidates with a ‘real life’ experience of beginning to learn a language and help to develop insights into the issues affecting language learning from a beginner’s perspective.

Different scenarios for assessment of this Outcome are envisaged, which could easily be appropriately contextualised. Contextualised assessment could be a written and/or spoken presentation, in the context of, for example, a way of cascading information learnt to fellow workers or peers, or a report to an employer or tutor in response to a request for information about factors affecting ESOL in the local area. Assessment without a specific context could take the form of an essay or presentation which draws upon the candidate’s understanding of the issues that have been covered, prepared for a general audience.

### **Outcome 2 — Identify lexical, grammatical and phonological features of the English language**

Areas to consider when devising training sessions:

Refer to content and context above.

When delivering this Outcome centres should expose candidates to a range of reference resources such as grammar books, websites, ESOL/EFL coursebooks for both tutors and learners, so that the candidates can continue their own language development independently.

In current ESOL practice meaning and form are closely linked and the emphasis is on meaning before form. It is envisaged that centres will look at meaning as well as form when delivering this Outcome. For example, when looking at past simple and past continuous, candidates will be made aware not only of the form of the two tenses and their names but also that the past simple is used for completed actions in the past, whereas the past continuous is used for longer background actions.

Centres will be aware of the difficulty faced by candidates coming to terms with language awareness terminology. It is suggested, therefore, that centres include frequent formative assessment in their delivery programme. Summative assessment can take place at any time once all Evidence Requirements have been covered and candidates feel confident.

### **Outcome 3 — Describe language skills**

Areas to consider when devising training sessions:

Refer to content and context above.

When delivering this Outcome centres should focus on how and why people listen, read and write in their own language. The different situations in which people speak and how this can affect style of speech should also be considered. Centres should highlight to candidates that skills rarely occur on their own and that communication usually involves integration of a number of skills. Ways of staging skills sessions with ESOL learners also need to be covered.

Summative assessment can take place at any time once all Evidence Requirements have been covered and candidates feel confident.

## Higher National Unit specification: support notes (cont)

**Unit title:** Language and Learning in ESOL

### **Outcome 4 — Explain factors affecting language selection in ESOL tutoring**

Areas to consider when devising training sessions:

Refer to content and context above.

This Outcome is seen as a bridge between this Unit and the next, in that it focuses on the more practical aspects of tutoring. It encourages candidates to apply their newly acquired language awareness knowledge to the learner and the learning context.

As there are two main areas in this Outcome it is suggested that assessment is in two parts. The first could be a theoretical explanation of the tutor's own use of language in the tutoring situation, including how and when to grade language. The second, dealing with selection of language to introduce and practise, could take a more practical approach and this would most easily be done through a case study of a learner or learners through observation of live or recorded interview or tutoring sessions.

Care should be taken when providing observation of tutoring sessions that candidates are given the opportunity to watch practitioners who are experienced and qualified in the ESOL field in order to view good practice.

#### ***Opportunities for developing Core Skills***

There are no Core Skills embedded in this Unit. However, it does provide candidates with opportunities to develop aspects of the Core Skill of *Communication* at SCQF level 6, *Problem Solving* at SCQF level 6, *Working with Others* at SCQF level 4 and *Information Technology* at SCQF level 4.

Candidates are expected to read and understand complex information. They should identify and summarise significant information, ideas and notions about ESOL and the English Language. Candidates can develop their writing skills through the production of explanatory accounts, other related course activities such as keeping a reflective diary of their learning experience and notetaking to summarise discussions.

Candidates can develop their oral communication skills through the presentation of findings, the exploration of standard English usage and selection of language appropriate to purpose, setting and audience.

Candidates will take part in group activities when exploring language and joint information feedback sessions will be arranged. Candidates are encouraged to collaborate when carrying out formative tasks.

Candidates may make use of the internet, VLE, web conferencing facilities, PowerPoint and word-processing packages.

Problem Solving will be enhanced through exploratory tasks on language form and function and the relationship of learner need/level/context with selection of language to be used and activated.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Language and Learning in ESOL

### **Open learning**

This qualification is suitable for delivery by distance learning, and some centres, particularly those situated in rural or isolated areas may wish to consider this option; however, candidates following this option will benefit from at least some face to face delivery, peer discussion and review opportunities. Therefore, it is recommended that facilities be put in place to enable this, such as e-groups, online forums, group tutorials. Assessments could be via VLE (Virtual Learning Environment), email or post, and any observations used for Outcome 4 could be via VLE or DVD.

### **Candidates with disabilities and/or additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## General information for candidates

### Unit title: Language and Learning in ESOL

This is the first of two Units in the *Professional Development Award: Introduction to Tutoring English to Speakers of Other Languages*. The Unit has a credit value of 1 HN credit at SCQF level 6: (8 SCQF credit points at SCQF level 6).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

This Unit introduces the learner-centred (social practice) approach to ESOL. This approach will be developed throughout the award. It considers the diversity of ESOL learners and learning and sees the ESOL learner as a unique individual, whose own knowledge, skills and attitudes will impact on their language learning.

This Unit develops your own explicit knowledge of the structure (framework) of English in the areas of lexis, grammar and phonology (pronunciation features such as stress patterns, rhythm and intonation). It considers how meaning and form are inextricably linked in language.

It explores the four main skills (listening, speaking, reading and writing) and constituent subskills associated with language development.

Finally it develops an awareness of the implications of these previous components for ESOL delivery in terms of language selection appropriate to purpose, setting and audience.

### Assessment

The Unit is made up of four Outcomes. The Outcomes have been arranged so that there is a logical progression from:

- 1 factors affecting learning (Outcome 1), to
- 2 your own language and skills awareness (Outcomes 2 and 3), to
- 3 how 1 and 2 have implications for ESOL delivery (Outcome 4).

To achieve this Unit you are required to demonstrate that you have acquired sufficient knowledge and understanding in each Outcome.

Assessment for the Unit will be through:

- (a) written or oral assignments for Outcomes 1 and 4
- (b) closed-book test(s) for Outcomes 2 and 3.

### Core Skills

Participation in this course will provide opportunities to develop all Core Skills, in particular *Communication* (SCQF level 6), *Problem Solving* (SCQF level 6), *Working with Others* (SCQF level 4) and *Information Technology* (SCQF level 4). The Unit *Developing ESOL Tutoring Skills* has *Problem Solving* at SCQF level 6 embedded, which means certification will be automatic upon successful completion of the Award.

## **General information for candidates**

**Unit title:** Language and Learning in ESOL

### **Progression opportunities**

This Unit is the first of two Units in the *Professional Development Award: Introduction to Tutoring ESOL*. The award is designed as a first stage, introductory qualification for ESOL practitioners. It is anticipated that this award will facilitate progression onto other qualifications within an emerging Professional Development Framework for ESOL practitioners in Scotland. It facilitates progression to other qualifications such as Cert TESOL (Trinity College, London) and CELTA (Cambridge ESOL), although there is no automatic guarantee of progression onto a course leading to these qualifications as the relevant awarding bodies and course providers may have specific selection criteria.