Higher National Unit specification: general information

Unit title: Language Skills (TESOL)

Unit code: FE6Y 36

Superclass:	GC
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Unit purpose

This Unit is designed for candidates who intend to deliver, or are already delivering, ESOL in a variety of teaching contexts. The primary focus is on adult ESOL learning. It is designed to enable candidates to develop the knowledge and skills required to analyse and evaluate the four language skills, assess the strengths and weaknesses of ESOL learners' English language skills, and plan, deliver and reflect on the delivery of skills-based ESOL lessons.

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

1 Analyse the skill of Listening and develop approaches to planning and delivery.
2 Analyse the skill of Reading and develop approaches to planning and delivery.
3 Analyse the skill of Speaking and develop approaches to planning and delivery.
4 Analyse the skill of Writing and develop approaches to planning and delivery.
5 Analyse and evaluate the English language skills of ESOL learners.

Centres delivering this Unit must be approved to deliver the PDA in TESOL at SCQF level 9.

It is recommended that centres are familiar with the *Assessment Strategy*, available on the SQA website at www.sqa.org.uk/tesol, before delivering this Unit.

General information (cont)

Recommended prior knowledge and skills

Access to the qualification is at the discretion of the centre. However, candidates would normally be expected to have competence in Communication skills at SCQF level 6, Numeracy skills and ICT skills at SCQF level 5, or similar qualifications or experience.

Centres must use selection criteria for potential candidates to ensure the candidates have English language content knowledge and skills at SCQF level 6. Centres must have initial assessment procedures in place for all potential candidates. This process and the instruments used will be checked during the approval and verification process.

Candidates who have achieved the PDA: *Introduction to Tutoring ESOL* (G91E 46) at SCQF level 6 will have satisfied the English language content knowledge and skills criteria.

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 suitability for the Course. While it would be useful for candidates to have had some experience of working with ESOL learners, this is not a requirement.

Credit points and level

1 HN credit at SCQF level 9: (8 SCQF credit points at SCQF level 9*)

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.

Core Skills

There are opportunities to develop the Core Skills of *Communication, Problem Solving* and *Working with Others* at SCQF level 6, and *Information and Communications Technology* at SCQF level 5, 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 is one of four mandatory Units in the PDA in TESOL at SCQF level 9 and it is recommended that it should be taught and assessed within this framework. Where this Unit is taught and assessed within the Group Award, delivery and assessment of this Unit should be integrated with the Units: *ESOL and the Learners*, *English Language Frameworks (TESOL)*, and *ESOL Planning and Delivery.* The Units should be fully integrated to create a coherent training course for ESOL teachers. See Guidance on the content and context for this Unit and Guidance on the delivery and assessment of this Unit.

Where the Unit is being delivered as a freestanding Unit, it is recommended that the evidence generated for the assessments is retained by the candidate in order that this can be later compiled within the portfolio required to achieve the Group Award.

General information (cont)

The principal context will be an ESOL teaching environment. The candidate should have access to an environment where the required evidence can be generated. In particular, the Unit should be delivered in a context which enables candidates to work with ESOL learners and observe ESOL delivery. Candidates must have access to authentic ESOL learners to achieve this Unit.

Assessment

This Unit will be assessed using practical and performance-based Instruments of Assessment. The candidate is required to produce textual analyses, lesson plans, reflective accounts on planning and delivery, and an analysis and evaluation of the strengths and weaknesses of an ESOL learner's English language skills. The candidate will be assessed on their performance in the Teaching Practice Component through direct observation of 2 hours of ESOL delivery. Assessor reports on this delivery will be required. There must be arrangements in place to ensure the authenticity of the work produced.

This Unit could be assessed as part of a portfolio which holistically assesses all four Units of the Group Award. See guidance in the *Assessment Strategy*.

Exemplar Instruments of Assessment and marking guidelines are produced to show the national standard of achievement required at SCQF level 9.

Higher National Unit specification: statement of standards

Unit title: Language Skills (TESOL)

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

The Unit will be assessed holistically. Evidence Requirements and Assessment Guidelines for the Unit appear after Outcome 5.

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

Analyse the skill of Listening and develop approaches to planning and delivery.

Outcome 2

Analyse the skill of Reading and develop approaches to planning and delivery.

Outcome 3

Analyse the skill of Speaking and develop approaches to planning and delivery.

Outcome 4

Analyse the skill of Writing and develop approaches to planning and delivery.

Knowledge and/or Skills

The four skills and cognitive processes
Top-down and bottom-up processing of written and spoken texts
Subskills of listening, reading, speaking and writing
Literacies skills and subskills (early stages of reading and writing)
Features of written and spoken texts
Production of learners' spoken English
The writing process
Factors affecting understanding, interpretation and production of spoken and written English
The use of authentic and non-authentic texts for skills development
Effective planning for skills-based lessons
English as a learning medium and a learning goal
Strategies, approaches and techniques to develop English language skills and subskills
Strategies, approaches and techniques to encourage meaningful spoken interaction
The integrative nature of skills and approaches to their development
The reflective practitioner

Higher National Unit specification: statement of standards (cont)

Unit title: Language Skills (TESOL)

Outcome 5

Analyse and evaluate the English language skills of ESOL learners.

Knowledge and/or Skills

The purpose of initial assessment
The content and structure of initial assessment for skills
Process for initial assessment
Assessment practicalities
Analysis of skills
Skills needs and levels

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills for all Outcomes. Candidates will provide written and performance-based evidence in the form of:

1   Teaching Observation and Reflection

A reflective account of ESOL lesson observation(s) focusing on the development of skills in lesson(s) of at least 1 hour in duration. The account will include identification and analysis of at least **four** of the following:

♦   identification of the skills/subskills (aims of the lesson)
♦   how the teacher contextualises the learning to make it meaningful and relevant for a specific group of learners
♦   processes the learners are involved in within the lesson
♦   texts and tasks used to scaffold skills development
♦   differentiated teaching strategies which take account of the spiky profiles within the group
♦   the sequencing and scaffolding within the lesson
♦   how the teacher takes an integrated approach to skills development
♦   the strategies and techniques used by the teacher to overcome difficulties associated with different skills

Video observations are not acceptable for assessment purposes

NB While there is no stipulated word count, (a suggested guide is 500–800 words), it is important that the evidence generated reflects SCQF level 9 in the depth of analysis provided in this reflective account.

The candidate must base their reflective account on the observation of experienced, qualified ESOL practitioners. (Observed practitioners should hold a relevant TESOL qualification at SCQF level 8 or above and have substantial experience of delivering ESOL.)

Evidence must be generated in an authentic ESOL context while undertaking the Unit. It is not acceptable for candidates to evidence previous observation experiences. However, evidence may be generated over more than one observation event.

Higher National Unit specification: statement of standards (cont)

Unit title: Language Skills (TESOL)

2   Text analysis and teaching practice component

The candidate will produce two separate textual analyses. One analysis will focus on a spoken text as its base and the other, a written text. Therefore, candidates will undertake both:

♦ Analysis of a written text, and
♦ Analysis of a spoken text

Each analysis should include information on:

♦ Features of the text which identify it as spoken or written language
♦ Genre – features of the text which identify its particular genre (text type)
♦ Audience and purpose – features of the text which identify who and what it is intended for
♦ Layout and style features
♦ Register – features of the text which identify the register/formality of the text, and
♦ Appropriate subskills and processes required to produce the spoken and written texts.

One text must be authentic and the other published specifically for English language teaching. The written text can be of any type (eg letter, article, leaflet). It must not be a written transcript of oral interaction. The text should be of a sufficient length to allow for analysis of the features above.

The spoken text can be of any type (eg monologue, conversation, radio broadcast). The candidate will need to provide a written transcript or recording of the spoken text. The spoken text should be of sufficient length to allow for analysis (no more than 3 minutes' duration is recommended). The texts chosen for the analysis will be generated from the teaching context within which the candidate will be delivering.

NB While there is no stipulated word count for the textual analysis, (a suggested guide is 500–800 words), it is important that the evidence generated reflects SCQF level 9 in the depth of analysis provided.

Using the texts as a base, the candidates must

♦ Produce a 1 hour lesson plan aimed at developing receptive skills
♦ Produce a 1 hour lesson plan aimed at developing productive skills

The texts analysed may be adapted to meet the needs of the learner group for delivery. Where the text has been adapted, both the original text and the adapted text should be included as evidence within the assignment.

Higher National Unit specification: statement of standards (cont)

Unit title: Language Skills (TESOL)

With regards to both lesson plans, the candidate must:

♦ demonstrate how the text (and associated tasks) will be used to develop either
   – reading skills(using/adapting the written text)
   – listening skills (using/adapting the spoken text)
   – speaking skills (using/adapting the spoken text as a model)
   – writing skills (using/adapting the written text as a model)

♦ highlight approach and context of delivery and include anticipated learner difficulty with accessing the text and solutions in relation to level and teaching context
♦ include a short follow up activity which integrates another skill (all four skills should be covered across the lessons)
♦ include subskills development needed to access the spoken and written texts/produce spoken/written language
♦ deliver the lesson, which will be observed, and assessed according to criteria relating to Outcomes 1–4

Each of the two lessons delivered should be at least 1 hour in duration. The candidate must deliver lessons at two distinct levels: one lesson at SCQF level 3 or below and the other at SCQF level 4 or above.

The assessor will observe each of the lessons. After each lesson, they will provide oral feedback to the candidates, which should be of a developmental nature. They will also provide an assessor report on each lesson, which should focus on specific aspects of the lesson relating to Outcomes 1–4 as listed in the bullet points above. The candidate will need copies of these reports for their portfolio of evidence.

The candidate will produce two reflective accounts, of approximately 500 words each, on the delivery to an ESOL group of the two skills-based lessons. These accounts will identify strengths and weaknesses of planning and delivery for skills development and identify areas for future professional development.

While it is recommended that the texts used for analysis are also utilised for the delivery of the skills-based lessons within the teaching practice component, it is acknowledged that this may not be possible. In this case, alternative texts can be used, with the guidance of the centre.

3   Learner Profile (skills analysis)

A skills profile of an authentic ESOL learner, of approximately 1000 words, which focuses on analysis and evaluation of the learner's listening, speaking, reading and writing in English. The candidate will use a recording of an interview with the learner, a piece of writing by the learner and a reading assessment based on a text of an appropriate length. The centre will provide guidance as to suitable texts/tasks. The learner's listening ability could be evaluated using a separate listening task or the interview. These will provide evidence of the candidate's conclusions and recommendations.

Higher National Unit specification: statement of standards (cont)

Unit title: Language Skills (TESOL)

The learner selected by the candidate must be agreed with his/her assessor. The candidate must obtain written permission from the learner they will work with for the assessment.

The tasks set must provide enough data for an in-depth analysis. It is not acceptable for the skills analysis to be based on any kind of simulation or hypothetical case study. Candidates must convey complex ideas in a well-structured and coherent form

Candidates must meet all the Evidence Requirements in order to achieve the Unit.

Assessment Guidelines

The evidence generated may be presented in any appropriate written format but should ensure that all aspects of the Evidence Requirements are covered. Pro forma designed by the centre would help to provide an appropriate format.

1 Teaching Observation and Reflection

The reflective account of live lesson observation(s) should be written in continuous prose, with bullet points where appropriate.

The observed teacher(s) must be appropriately qualified and should be aware of the focus of the observation task being carried out by the candidates and the Evidence Requirements for the assessment. It is strongly recommended that the assessor should not undertake the role of the observed teacher for this assignment.

The evidence may be generated over more than one observation event.

The evidence provided must reflect the candidate's view of the lesson(s) rather than that of the observed teacher. While it is likely that the candidate may wish to discuss aspects of the lesson with the teacher being observed, the completion of this assessment should reflect the candidate's own evaluation. Centres should make sure they can authenticate a candidate's work. This may be done through professional discussion with the candidate about the lesson(s) they have observed.

While video observations are not acceptable for summative assessment, they provide useful vehicles for delivery input and formative assessment. Candidates should be made aware of the role of the observer before they undertake any observation.

It would be useful for the candidate to undertake observation of a group containing the ESOL learner they are profiling. However, where the candidate is undertaking the Group Award, opportunities to observe more than one level of ESOL group are recommended.

Candidates undertaking this Unit as part of the Group Award may produce one reflective account, covering the 4 hours of observation across the Units, to meet the Evidence Requirements. See *Assessment Strategy* for guidance.

Higher National Unit specification: statement of standards (cont)

Unit title: Language Skills (TESOL)

2   Text analysis and Teaching Practice Component

It is expected that Centres will guide the candidate on the selection of texts for analysis based on the needs of the groups each candidate will be teaching. Where candidates are working with their own groups of learners the centre should agree the text with the candidate to ensure that the texts are appropriate for the depth and breadth of analysis and that the level of lexical and grammatical density is appropriate for the specific teaching context.

As mentioned in the evidence requirements, where it is not feasible to use the text analysed appropriately within the Teaching Practice Component, alternative text(s) which meet the Evidence Requirements (spoken, written, authentic and published) may be used.

Centres will also need to give candidates guidance on what is acceptable as a reasonable degree of adaptation of the text, and where it becomes unrecognisable. The text should not be adapted prior to the analysis.

The length of each analysis will vary depending on the text and the range of features that can be explored. However, the candidate must provide accurate and relevant information in relation to each text selected, and produce work which reflects the level of the qualification. Guidance should be given to the candidates where the analysis is not in enough depth or where parts of the analysis becomes irrelevant.

The candidate's lesson plans should clearly identify how the text will be used for receptive and productive skills development relevant to a specific teaching context. Each plan should highlight approach and context of delivery and include anticipated learner difficulty and solutions in relation to level and teaching context.

The assessor observes the candidate during delivery of each of the lessons and produces a written report for the candidate. The feedback should provide evidence of achievement through a checklist and feedback comments/notes on delivery. The assessor should provide the candidate with oral feedback which is constructive and developmental, and which should make clear to the candidate whether they have achieved the Outcomes pertaining to the Teaching Practice Component of the Unit.

The reflective accounts should be a personal reflection by the candidate but may draw upon assessor and peer feedback where applicable. It is not, however, acceptable for the account to be a copy of the assessor comments. Within this Unit the accounts should focus on the planning and delivery for skills development rather than focusing on more generic teaching skills such as those related to classroom management.

The lesson plans, feedback and reflective accounts for this Unit can be used as part of the evidence for the portfolio requirements for the Group Award as outlined in the Unit: *ESOL Planning and Delivery*. The plans, lessons and feedback can be used as evidence for 2 of the 6 required teaching hours in the Unit: *ESOL Planning and Delivery*, where candidates must evidence all requirements for achievement of the Group Award. In this case, the assessor will be assessing performance during the same lesson under different criteria so that the candidate will be assessed for Outcomes within this Unit and *ESOL Planning and Delivery* simultaneously. It is highly recommended that centres use a teaching practice checklist to facilitate this.

Higher National Unit specification: statement of standards (cont)

Unit title: Language Skills (TESOL)

3 Learner Profile (skills analysis)

The learner profile takes the form of a detailed written case study based on a face to face interview with an ESOL learner, other appropriate tasks (reading, writing and listening) and analysis of data. It should be written in continuous prose, with bullet points where appropriate.

The English language skills analysis may be generated together with the needs analysis in the Unit: *ESOL and the Learners* and the detailed analysis of an ESOL learner's English language competence (grammatical, lexical and phonological) in the Unit: *English Language Frameworks (TESOL)*. It should be noted that there will be an overlap between the analysis in this Unit and *English Language Frameworks (TESOL)*.

Where the candidate is taking this Unit as part of the Group Award they should, if at all possible profile the same learner within the needs analysis and English language and skills assessments.

The candidate should obtain evidence for the skills profile through appropriate tasks (reading, listening and writing tasks and face to face interview). Centres should provide guidance as to appropriate texts/tasks.

Higher National Unit specification: support notes

Unit title: Language Skills (TESOL)

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 designed for candidates who intend to deliver, or are already delivering, ESOL in a variety of teaching contexts. Candidates will explore and develop an understanding of English language skills. They will be introduced to a range of approaches, strategies and techniques which allow for contextualised development of the four skills within ESOL delivery. The experience of planning and delivering ESOL lessons which incorporate tasks to develop selected skills and subskills will enable candidates to apply theoretical knowledge to the teaching context and deliver ESOL using a contextualised approach.

The principal context will be an ESOL teaching environment. The candidate should have access to an environment where the required evidence can be generated. Integration in the delivery and assessment of Units: *ESOL and the Learners*, *English Language Frameworks (TESOL)*, *Language Skills (TESOL)*, and *ESOL Planning and Delivery* is highly recommended.

Integration of the Outcomes throughout the delivery of this Unit is recommended. The following topic areas provide recommended content for a taught programme. While centres will use their own judgement as to the content appropriate to the delivery context, candidates will need to have been introduced to theoretical and practical dimensions of the four skills to provide the knowledge and skills required to analyse texts, develop awareness of how language skills can be developed and apply this knowledge to ESOL delivery. The whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment.

Indicative content on a taught programme

(Please note that there is overlap across individual areas and the information below provides only examples of areas to focus on.)

Outcomes 1–4

These Outcomes develop awareness of the four language skills of listening, reading, speaking and writing, and the skills required to apply this knowledge within the context of ESOL delivery. Candidates should become familiar with specialist terminology used to describe language skills, subskills, features and processes, recognise the interdependence of skills and develop a greater awareness of their own English language skills.

Candidates explore approaches to planning, delivering and reflecting on skills-based lessons and are introduced to strategies and techniques to contextualise skills development through the use of texts and meaningful interaction.

Higher National Unit specification: support notes (cont)

Unit title: Language Skills (TESOL)

- **The four skills and cognitive processes**: developing a broad understanding of the each of the four skills and related subskills; how people process and produce spoken and written language; productive and receptive skills – similarities/differences, interdependence of skills.
- **Top-down and bottom-up processing of written and spoken texts**: how text can be approached through building on individual/short units (eg decoding and assembling) and through knowledge of larger units including learner's schemata (background knowledge); variety of approach depending on purpose; relevance for ESOL delivery; types of appropriate tasks.
- **Subskills of listening, reading, speaking and writing**: the subskills employed according to the skill (eg reading/listening for gist, using appropriate punctuation in writing); tasks to develop particular subskills.
- **Literacies skills and subskills (early stages of reading and writing)**: diversity in learner range; subskills needed (eg motor control, decoding at letter, word and sentence level); the need to integrate oral/aural development with reading/writing development.
- **Features of written and spoken texts**: similarities and differences (eg register, role of punctuation, structure, how language is situated).
- **The writing process**: reasons for writing; process and product approaches; writing at word, sentence and text level; accuracy, fluency and range.
- **Production of learners' spoken English**: pronunciation; range of vocabulary; range and accuracy of grammar; learner's 1st language; how understanding affects production.
- **Factors affecting understanding, interpretation and production of spoken and written English**: exploration of the four skills; factors which enhance or detract (eg knowledge of conventions, 1st language interference).
- **The use of authentic and non-authentic texts to develop skills and subskills**: advantages and disadvantages of different types of texts; how authentic texts can be adapted; how published texts can be made more authentic; grading of tasks to learners; choice of tasks to develop specific subskills; choice of topic and text to meet learner needs (relevance, interest, level of difficulty).
- **Effective planning for skills-based lessons**: sequencing a skills lesson; links from receptive to productive; strategies and techniques for checking learning.
- **English as a learning medium and a learning goal**: learning opportunities; informal opportunities for skills development within a classroom setting (eg informal chatting, asking questions, extensive reading opportunities); 'talk is work' approach.
- **Strategies, approaches and techniques to develop English language skills**: developing subskills; drawing on background knowledge; contextualisation; use of written and oral texts.
- **Strategies, approaches and techniques to encourage meaningful spoken interaction**: bringing real life situations into the classroom; considering interest, relevance and challenge in the selection of task types; task-based learning; creating information gap.
- **The integrative nature of skills**: link between productive and receptive skills and techniques for developing skills in tandem; interdependence and interplay between skills development and language features from grammatical, lexical, functional and phonological perspective.

Higher National Unit specification: support notes (cont)

Unit title: Language Skills (TESOL)

♦ **The reflective practitioner**: self evaluation of the candidate's understanding of language skills and the strategies employed when delivering skills-based lessons; how to identify personal strengths and weaknesses in this area; how to identify realistic and achievable personal development goals; how to harness these goals to inform and improve future practice.

Outcome 5

In this Outcome the focus is on applying the knowledge and skills developed in the other Outcomes to analysing an ESOL learner's English language skills. Candidates need to develop skills which will allow them to use appropriate written and spoken and text-based evidence as a vehicle to measure a learner's current skills level, taking account of spiky profiles. The focus is on the analysis of listening, speaking, reading and writing. However, there is much overlap between the analysis of discrete language features and the ability to measure a learner's level defined through assessment of skills. There is, thus, clear overlap in this Unit and the Unit *English Language Frameworks (TESOL)*.

♦ **The purpose of initial assessment**: placing learners in appropriate provision determined by evidence of language competence and proficiency; the role of initial assessment as a diagnostic instrument; the mapping of a learner's skills abilities to defined language levels.
♦ **The content and structure of initial assessment**: appropriate materials for skills assessment; methods of skills assessment; techniques to elicit enough spoken and written language for analysis.
♦ **The process of initial assessment**: confidence building; appropriate selection of tasks (eg why reading aloud may not be an appropriate task to assess reading skills); making a professional judgement; consideration of 'spiky profile'; evaluating fluency versus accuracy; nature of language assessment as a judgement not a science.
♦ **Assessment practicalities**: the complexities of working one to one, particularly where vulnerable adults may be involved; personal safety of candidate and learner; responsibilities and boundaries; data protection issues.
♦ **Language needs and levels**: different systems and their equivalences to describe 'level' such as generic ELT (beginner to advanced) and national frameworks (eg SQA, SCQF, Skills for Life); how levels map to different national and international qualifications (SQA, Cambridge ESOL, IELTS, etc); aspects of fluency and accuracy (including grammatical, functional and lexical range); the typical skills performance expected at each level with reference to recognised 'can-do' statements such as those used within the CEFR.

Higher National Unit specification: support notes (cont)

Unit title: Language Skills (TESOL)

Guidance on the delivery and assessment of this Unit

The main focus of this Unit is on developing the skills and knowledge to analyse language skills and apply this knowledge to the delivery of ESOL in a way which meets the needs of specific groups of learners. The candidates are also given the opportunity to explore and evaluate how an ESOL teacher contextualises skills and subskills development. The candidate also applies this knowledge of skills to assess the English language skills of an ESOL learner.

Where candidates are undertaking the Group Award, it is recommended that a holistic and integrative approach to delivery and assessment across the four mandatory Units of the PDA in TESOL is used. See *Assessment Strategy*.

Candidates should be encouraged to generate evidence within an appropriate ESOL learning environment. Direct observation, interview, written/documentary evidence are appropriate methods of evidence gathering for this Unit.

It is suggested that centres use a wide range of delivery methods appropriate to training for ESOL teachers. This could include; ice breaker activities, group discussions/activities, micro-teaching, peer-teaching, presentations, simulations, case studies, workshop activities, reading, research activities, reading, role play. Delivery methods should ensure that models for ESOL teaching are built in through the use of loop input approaches, where candidates have the opportunity to engage in activities and tasks which mirror those used when working with ESOL learners.

In sessions on strategies and techniques for skills development, the candidates should have the chance to practise within the training environment. Care should be taken to strike a balance between theory and practice. Candidates not only need to know about skills and processes but also need to develop techniques for teaching skills. Candidates should be made aware of the issues around trying to develop one skill in isolation.

Use of a wide variety of resources, such as DVD, video, cassette recorders, interactive whiteboards, realia, may help familiarise candidates with the kinds of equipment they might encounter and be expected to use in a variety of learning environments.

Higher National Unit specification: support notes (cont)

Unit title: Language Skills (TESOL)

Teaching Observation and Reflection

The assessment of this Unit incorporates observation of an ESOL lesson delivered by a qualified ESOL practitioner (holding a TESOL qualification at SCQF level 8 or above). It is recommended that arrangements for these are made after relevant input and formative work.

It is recommended that candidates are provided with opportunities to observe ESOL delivery additional to the summative assessment for the Unit. Ideally, candidates should have access to live ESOL delivery. However, this could incorporate the use of video footage during input or provided as self-access via a VLE for example. It would also be useful to focus on the role of an observer before the candidate undertakes observations.

Centres could provide guided tasks and pro forma for candidates to use for observation and delivery. It would be useful for candidates to have the opportunity to try out these tasks during formative work (eg using video footage of classroom practice).

Centres should provide guidance on identifying suitable classes for observation. The observation task is intended to provide a vehicle for the candidate's personal reflection on delivery. Centres may need to provide guidance on the extent to which candidates should discuss the lesson with the observed teacher without affecting the integrity of the assessment, eg by avoiding questions directly related to the observation task. The use of professional discussion with the candidate would help to ensure that this guidance has been followed.

Text Analysis and Teaching Practice Component

While the candidate will be expected to analyse two texts for assessment, the centre should ensure that the texts selected provide suitable vehicles for analysis. Formative closed-book assessment may be a suitable vehicle to ensure candidates acquire the knowledge and skills they will require to successfully complete the text analysis and the Teaching Practice Component.

Centres should provide access to a wide range of text types and give guidance on where to access authentic texts. Centres should provide guidance on selecting the texts for analysis and on developing appropriate tasks for the skills-based lessons.

Centres should provide guidance on selecting the texts and on developing appropriate tasks that the candidates should base their lessons around.

Centres should take account of the developmental nature of teaching practice when assessing. Candidates should show progression as they undertake the Teaching Practice Component. The candidate must demonstrate competence in the teaching criteria within this Unit. The candidate will have demonstrated their ability to plan and deliver skills-based ESOL lessons. Where a candidate has not demonstrated this overall competence, additional teaching may be required. The recommended maximum is an additional hour.

Unit title: Language Skills (TESOL)

Learner Profile (skills analysis)

The centre should provide guidance to candidates with regards to where and when it is appropriate to meet with the learner. Candidates should be made aware of issues related to working one to one. It would be useful for the centre to provide, where necessary, a neutral space for the candidate and learner to meet.

For candidates taking the Group Award, centres should ensure, if at all possible, that the learner profiled for the skills analysis is the same learner profiled for the needs analysis and language analysis in the Units: *ESOL and the Learners* and *English Language Frameworks (TESOL)*.

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills of *Communication, Problem Solving*, and *Working with Others* at SCQF level 6, and *Information and Communications Technology* at SCQF level 5, in this Unit, although there is no automatic certification of Core Skills or Core Skills components. It can also support the development of other transferable skills, such as essay/report writing and thinking, analytical and critical skills.

Candidates undertaking this Unit will have a high standard of Communication Skills, as evidenced in the Entry Requirements. However, there are opportunities to develop these further within delivery and through the process of producing the Evidence Requirements.

It is possible to develop **Communication: Written Communication at SCQF level 6** within this Unit. The General Skills for **Written Communication at SCQF level 6** are **'Read, understand, and evaluate complex written communication'** and **'Produce well-structured written communication on complex topics'.** The candidate will explore, analyse and present complex topics, such as the processes involved in language skills development and their integration into ESOL delivery. In addition, the candidate will be required to present written material to an ESOL learner, such as texts and tasks for the skills profile, or materials within the delivery of an ESOL lesson. Delivery could, therefore, include tasks which help develop a range of appropriate techniques and skills necessary in producing written communication, from being able to organise complex written content and use specialist terminology, to producing appropriate ESOL lesson plans and providing appropriately graded texts for the learner (in terms of grammatical complexity, lexical density, register and style). Presentation of evidence requirements could be in prose format with bullets and tables as appropriate. The use of structured pro forma could guide the candidates to meet the Evidence Requirements at the required level.

For **Oral Communication at SCQF level 6** the skill is **'Produce and respond to oral communication on a complex topic'**. During delivery and/or assessment of this Unit, candidates will have opportunities to develop a sophisticated level of oral communication skills. During delivery candidates will discuss complex topics related to ESOL and acquire knowledge of specialist terminology linked to this field. Formative tasks which check candidate's understanding of terminology would be useful. Delivery could also include project/research work (individual or group-based) on relevant topics with findings presented by candidates through structured oral presentations, taking account of the purpose and audience. Candidates could be guided to convey information, opinions or ideas accurately and coherently and provide supporting detail where required.

Higher National Unit specification: support notes (cont)

Unit title: Language Skills (TESOL)

Signposting, grading language, adapting register and style and responding appropriately to learner contributions is essential when delivering ESOL lessons and when conducting the Learner Profile (skills analysis). While candidates have the opportunity to consider and evaluate these notions through the process of observing qualified ESOL practitioners, delivery could provide candidates with practice in language grading techniques including verbal and non-verbal communication (eg eye contact, gesture) appropriate to learners of various levels, social and cultural backgrounds. Delivery could also include tasks which focus on ways of assessing a learner's English language skills through spoken interactions, how best to take account of the learner's contributions and respond appropriately, (eg responding to content not just language, providing further instructions or explanation, the use of questions for clarification, appropriate feedback, praise and encouragement or expanding upon response given) and explore the value and impact of open and closed questioning.

The elements of the Core Skill of **Problem Solving at SCQF level 6** are **Planning and Organising, Critical Thinking, and Reviewing and Evaluating.** Conducting the textual analyses and using the text for skills development within an ESOL lesson will involve a significant degree of planning, organising and critical thinking. Candidates are expected to review and evaluate this delivery in a reflective account. Conducting the skills analysis will also require a high degree of problem solving from initial selection of texts and tasks to making decisions as to how to analyse and document results. Candidates should be given guidance on how to conduct the analysis, how to plan and organise delivery and explore problems which may arise in the process of delivery, (related to, for example, learner's understanding, relevance and effectiveness of tasks) and strategies which could address these issues.

The use of case study material and practical tasks will help candidates to prepare for undertaking the skills analyses and prepare for planning, delivery and evaluation of the ESOL lessons. Candidates should be encouraged to think critically about aspects such as what realistic lessons aims are for a specific ESOL teaching context.

Opportunities to develop **Working with Others** can be incorporated into the delivery of the Unit and will contribute towards the general skills **'In complex interactions, work with others co-operatively on an activity and/or activities'** and **'Review work with others in a co-operative activity and/or activities' at SCQF level 6**. Candidates will develop this skill when working on group activities; feedback and joint presentation sessions will provide further development. This skill has a direct impact on the delivery of ESOL lessons and the skills analysis; both must be conducted collaboratively with the learner(s) to be effective. For the skills analysis, the candidate will need to ensure the learner is aware of, and comfortable with, the purpose, process and content of the interview and related tasks. During lesson delivery, the learners should be active participants in the learning and teaching process. The onus is on the candidate to support co-operative working by, for example, offering encouragement and modifying behaviour to meet needs as they arise. Candidates should be encouraged to reflect on their contributions to any group activities.

Higher National Unit specification: support notes (cont)

Unit title: Language Skills (TESOL)

Opportunities to develop **ICT** skills can be incorporated into the delivery of the Unit and will contribute towards the general skills **'Use ICT independently, effectively, and responsibly to access information within a range of tasks'** and **'Use ICT independently, effectively, and responsibly to carry out a range of processing tasks' at SCQF level 5.** The candidate can be supported in carrying out safe and effective information searches on relevant complex topics (for example, the integrative nature of skills, cognitive processes). The presentation of formative and summative work, as well as delivery of ESOL lessons could be supported by ICT. PowerPoint presentation or word-processed acetates could be used within delivery of ESOL and for oral presentation of project work, and texts, graphics, sound or videos could be integrated to improve delivery of both. Candidates will be required to produce any written assessments/materials to a high quality and will use word processing, embedded links, images, graphs and tables where appropriate to improve style and layout.

The use of VLE could provide opportunities for peer discussion, or to upload relevant documents, and along with web conferencing, could be very useful where delivery takes place in an open/distance mode. VLE/DVD could also be used for formative observation of ESOL delivery.

Open learning

This Unit may be suitable for open and blended learning delivery. However, centres must take account of the nature of an initial teaching qualification to ensure that candidates are given sufficient opportunities for discussion and to allow for modelling of effective teaching strategies to be embedded within the training environment. There are also assessment requirements throughout the Unit where direct communication between candidates, ESOL learners and ESOL practitioners are necessary. Added to this, at least 2 hours of the candidate's teaching practice must be observed and assessed within this Unit. The *Assessment Strategy* and guidelines described in this specification must still be applied if this method of delivery is chosen.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

History of changes to Unit

Version	Description of change	Date

General information for candidates

Unit title: Language Skills (TESOL)

What this Unit is about

Language Skills (TESOL) is one of four Units in the PDA in TESOL at SCQF level 9. This Unit is relevant to you if you are delivering ESOL, or if you plan to do so.

This Unit is about the knowledge and skills you need to plan and deliver skills-based ESOL lessons. It will enable you to analyse features of the four skills needed to understand and use a language and select appropriate texts to be used as vehicles to work on the development of English language skills. It will enable you to use a variety of techniques which will enhance the delivery of ESOL and encourage purposeful ESOL learning with different groups of learners. You will also have the opportunity to reflect on and evaluate your own ESOL delivery.

What you will learn

In this Unit you will have opportunities to observe qualified ESOL teachers, work with an individual learner and plan and deliver ESOL lessons to groups. You will:

♦   Develop an understanding the four skills of a language and the integrative nature of skills.
♦   Develop an awareness of how spoken and written language is produced and processed.
♦   Develop skills in analysing spoken and written texts.
♦   Learn how to plan and deliver skills-based lessons which take account of learner needs and English language levels.
♦   Learn how to evaluate your own delivery of skills-based lessons.
♦   Learn how to assess a learner's English language skills.
♦   Learn how to carry out initial assessment.

How you will be assessed:

You will be assessed through practical and performance-based assignments. Assessment takes the form of:

♦   A reflective account on ESOL observation, focusing on the delivery of skills-based lessons.
♦   Analytical accounts, focusing on spoken and written texts.
♦   Planning and delivery of 2 hours of skills-based ESOL lessons.
♦   A learner profile focusing on the learner's English language skills.

If you are taking the Group Award, there are opportunities to use the assessment in this Unit to evidence required elements of the teaching portfolio. Assessments can be integrated with those in the other Units of the Award.

General information for candidates (cont)

Unit title: Language Skills (TESOL)

On completion of the Unit you will be able to:

1   Analyse the skill of Listening and develop approaches to planning and delivery.
2   Analyse the skill of Reading and develop approaches to planning and delivery.
3   Analyse the skill of Speaking and develop approaches to planning and delivery.
4   Analyse the skill of Writing and develop approaches to planning and delivery.
5   Analyse and evaluate the English language skills of ESOL learners.