

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

**Hanover House  
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**NATIONAL CERTIFICATE MODULE DESCRIPTOR**

**-Module Number- 0061005 -Session- 1986-87**  
**-Superclass- HG**

**-Title- LANGUAGE STRUCTURE 1**

**-DESCRIPTION-**

**Type  
and  
Purpose**

A Specialist, needs-related, module which enables the student to acquire and re-inforce the language structure skills required for communication in basic English.

The module is intended for those hearing-impaired students who have special needs related to language development.

The module could be combined with 01001 Communication 1 in integrated programmes of teaching and learning.

**Preferred  
Entry Level**

The student should have sufficient visual, auditory and/or tactile skills to enable him/her to perceive language presented in visual, oral or tactile modes. He/she should also be able to express language in at least one of these modes.

**Learning  
Outcomes**

The student should:

1. know that words can have different functions;
2. complete simple sentences appropriately;
3. arrange and/or combine given words and phrases into sentences which have a simple structure;
4. use his/her vocabulary to form sentences which have a simple structure.

Content/  
Context

Corresponding to Learning Outcomes 1-4:

The main emphasis of programmes devised for the acquisition and re-enforcement of language structure skills should be on the appropriate use of a range of language structures for effective communication. The student should be encouraged to develop an awareness of the variety of language structures that can be used in different communication situations and the relationship between appropriate language structure and effective communication. The content/context of this module should closely relate to the programme of work planned for the student. The areas outlined below are suggested as the main areas that should be emphasised at this stage. Other areas should not be excluded. The interests and experience of the student should determine the language material on which structural development opportunities are based.

- (a) Vocabulary - nouns; verbs (regular, common irregular); adjectives; adverbs; determiners; personal pronouns (subject and object); prepositions.
- (b) Structures - phrases and simple sentences to include simple present, past and future tenses. Simple question forms and responses - who, what, where, when, which, why, how. Appropriate punctuation should be included.

The priority area of work to be developed is Learning Outcome 4, as the emphasis is on the development and re-inforcement of skills to enable the appropriate use of language structure in a range of communication situations.

Suggested  
Learning and  
Teaching  
Approaches

Relating to Learning Outcomes 1-4:

Language derived from the student's immediate environment, experience or interest should be used as the basis for developing structural skills and providing opportunities for re-inforcing acquired skills. A range of materials should be available (pictures, books, worksheets, films, videos, role play situations, etc.) which could be used in a variety of different settings. The learning situations should vary according to the needs of the student, but should include opportunities for individual work, small group and class work, in formal and informal learning environments. The student should be encouraged to express his/her ideas, feelings, opinions; make comments; describe; ask questions, etc. in the most appropriate mode of expression for him/her. These expressions should be used as the basis of further individual programmes.

It is recommended that tutors responsible for programmes in language structure skills and communication modules should co-operate to devise integrated programmes of work appropriate to the needs of individual students.

When redrafting material the student should be encouraged to develop and improve his/her awareness of the appropriate use of language. It is anticipated that the student will need direction and encouragement from the tutor.

It is recommended that in allocating time to each Learning Outcome, the major proportion of time should be spent on Learning Outcome 4. Learning Outcomes 1-3 are important steps towards developing the skills required for Learning Outcome 4 but should not be taught in isolation. The materials required for developing the skills of Learning Outcomes 1-3 should be drawn from the communication experiences of the student and extended.

The student should keep a folio of descriptions, comments, expressions of opinions, etc making appropriate use of a range of vocabulary and a variety of simple grammatical structures.

#### Assessment Procedures

##### Relating to Learning Outcomes 1-4:

1. This will be assessed in two ways by:
  - (a) a test comprising ten words in context, with the word to be labelled identified. The student should state the correct function label.
  - (b) a test comprising ten phrases or sentences. For each test item the student should identify the word fulfilling the stated function.
2. The student will be presented with ten items in which a word or group of words is omitted. For each item the student will be required to select the one of three given choices which will complete the item as an appropriately formed simple sentence.
3. The student will be presented with ten items, each composed of words and or phrases which he/she will be required to re-arrange or combine correctly into sentences of simple structures.

4. The student will present ten simple sentences which have been formed correctly from his/her vocabulary.

A satisfactory level of performance for each of the tests set will normally be 80% correct response or better but the exact acceptable score will depend on the particular test set and cannot be fully judged in advance.