



**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION****STATEMENT OF STANDARDS****UNIT NUMBER:** 7340024**UNIT TITLE:** LANGUAGE: ENGLISH AS A FOREIGN LANGUAGE 1

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Evidence of oral work in the evidence requirements section refers to the evidence produced by the candidate for the tutor/trainer. The tutor/trainer should retain copies of tasks as set for internal and external verification purposes. Tape recording is at the discretion of the tutor/trainer and is not mandatory.

**OUTCOME**

1. EXCHANGE PERSONAL INFORMATION WITH SPEAKERS OF THE TARGET LANGUAGE

**PERFORMANCE CRITERIA**

- (a) Appropriate forms of address, greeting and leave taking are used clearly and accurately.
- (b) Comments and information requested and provided are relevant and clear.
- (c) Language is sufficiently clear and accurate to be understood by a sympathetic speaker of the target language despite inaccuracies, faults in intonation, hesitation and possible mother tongue interference.

**RANGE STATEMENT**

Complexity of language to be demonstrated and understood: linguistically simple and high frequency sentences delivered at near normal speed. Rephrasing will be provided as required.

Type of information to be exchanged:

- conventional biographical details;
- routine factual details;
- common items of personal interest;
- relevant job titles and functions.

Context:

- informal social situations.

Mode of communication: face-to-face.

**EVIDENCE REQUIREMENTS**

Evidence of oral work in the target language which indicates that the candidate can fulfil all of the performance criteria for the above context. All items listed above under 'type of information to be exchanged' must be covered.

Evidence may be derived from simulation and role play exercises, conversation with the tutor/trainer/language assistant or naturally occurring situations.

**OUTCOME****2. OBTAIN AND PROVIDE GOODS AND SERVICES****PERFORMANCE CRITERIA**

- (a) Appropriate forms of address, greeting and leave taking are used clearly and accurately.
- (b) Requests for goods and services are relevant and clear.
- (c) Requests for goods and services show evidence that details read and/or heard have been understood correctly.
- (d) Responses to requests for goods and services are relevant and clear.
- (e) Language is sufficiently clear and accurate to be understood by a sympathetic speaker of the target language despite inaccuracies, faults in intonation, hesitation and possible mother tongue interference.
- (f) Requests for clarification and repetition are made and responded to relevantly, clearly and as required.
- (g) Information exchanged is sufficient for the desired services to be obtained and provided.

**RANGE STATEMENT**

Complexity of language to be demonstrated and understood: linguistically simple and familiar high frequency sentences delivered at near normal speed. Rephrasing will be provided as required.

Type of information to be exchanged:

- simple requests;
- responses to simple requests;
- routine factual details.

Context:

- everyday situations.

Mode of communication: face-to-face.

**EVIDENCE REQUIREMENTS**

Evidence of oral work in the target language which indicates that the candidate can fulfil all of the performance criteria for the above context. All items listed above under 'type of information to be exchanged' must be covered.

Evidence may be derived from simulation and role play exercises, conversation with the tutor/trainer/language assistant or naturally occurring situations.

**OUTCOME****3. UNDERSTAND SIMPLE WRITTEN TEXTS****PERFORMANCE CRITERIA**

- (a) Identification of the main content and theme of the source is accurate.
- (b) Identification of additional specific detail is accurate.

**RANGE STATEMENT**

Complexity of language to be understood: linguistically simple and high frequency sentences. Range and vocabulary should be limited to be accessible to a candidate at this level. Texts should be based on authentic use and be between 30-50 words in length.

Type of material to be read:

- simple personal letters;
- simple articles (for instance, from a magazine or newspaper);
- short items (for instance, leaflets, brochures, instructions, recipes).

Type of information to be obtained:

- simple factual information.

**EVIDENCE REQUIREMENTS**

Evidence of oral and/or written work in English or the target language, or courses of action which indicate that the candidate can fulfil all of the performance criteria for each of the categories listed under 'type of material to be read'. One example of each of the types of material to be read as listed above is sufficient. For PC (b), it may be appropriate to identify only one detail.

**ASSESSMENT RECORDS**

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of assessment instruments used showing how evidence is generated for each outcome and all performance criteria.

It would be helpful if centres would present records of evidence of candidate achievement on a standard form of checklist to be devised by the centre to suit its own purposes. A checklist for each candidate should be made available for external verification purposes along with evidence of candidate performance.

Oral evidence in the evidence requirements section refers to the evidence produced by the candidate for the tutor/trainer. The tutor/trainer should retain copies of tasks as set for internal and external verification purposes. Tape recording is at the discretion of the tutor/trainer and is not mandatory.

### **SPECIAL NEEDS**

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of Support Notes.

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**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION****SUPPORT NOTES****UNIT NUMBER** 7340024**UNIT TITLE** LANGUAGE: ENGLISH AS A FOREIGN LANGUAGE 1

**SUPPORT NOTES:** This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

**NOTIONAL DESIGN LENGTH:** SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

**PURPOSE** This module is the first of a graded series of modules which develop the candidate's ability to use the target language to communicate with other speakers of that language. The module will help the candidate to establish social relations, to transact the business of everyday living, to interpret spoken and written material for information and/or pleasure as well as for vocational purposes where appropriate. Module 1 is designed for beginners i.e. those with no prior knowledge of the target language.

This module has been written in such a way as to apply to the above languages.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This module will introduce you to and help you to develop basic skills in the target language. You will listen to, speak and read the target language and learn how to obtain and provide services in this language. You will do this for social and vocational purposes, where appropriate.

To achieve the module you will undertake a number of exercises which will test your skills in listening to, speaking and reading the target language. These exercises will be related to situations which you may encounter on a routine, everyday basis.

**CONTENT/CONTEXT** Corresponding to Outcomes 1-3:

The "content" of language learning in the course of this module is defined in the following way: language purposes; a list of language areas; a list of text-types which exemplify the form, register or nature of the pieces of the language encountered; a list of activities which indicates the ways in which the candidate will be expected to use the language.

Printed texts or recorded live speech should wherever possible be authentic i.e. written or spoken by native speakers for real purposes. Care should be taken to ensure that the candidate encounters and uses language relating to the various language purposes listed in as many different contexts and activities as possible.

The following lists serve as examples only and have been chosen to illustrate the most common needs of individual learners. The tutor/trainer should therefore exercise discretion especially in selecting the language areas, using only those considered appropriate to the particular candidate group.

### WITH REFERENCE TO OUTCOME 1: EXCHANGE PERSONAL INFORMATION WITH SPEAKERS OF THE TARGET LANGUAGE

#### Language Purposes

greeting, leave-taking, introducing;  
asking for and giving information;  
making requests;  
expressing wishes;  
liking and disliking;  
expressing approval and disapproval;  
thanking;  
accepting and refusing;  
identifying;  
describing;  
asking for help with language problems;  
expressing an immediate intention;  
referring to a past event.

#### Language Areas

names, addresses;  
home town, country of origin;  
nationality, age;  
occupation and related activities;  
family and friends;  
health;  
food and drink;  
leisure activities;  
size, colour;  
simple single events.

#### Text-types

Talk aimed at "getting to know each other".  
Simple letters; cue cards giving personal information (as stimulus for role play).

#### Activities

Dialogues and role playing exercises.

WITH REFERENCE TO OUTCOME 2: OBTAIN AND PROVIDE GOODS AND SERVICESLanguage Purposes

attracting attention;  
asking for things, services, help;  
thanking;  
expressing approval and disapproval;  
describing;  
dealing with money;  
responding to offers, suggestions;  
providing information, help and services.

Language AreasShopping

names of shops;  
everyday goods;  
prices;  
size, colour, weight, volume.

Services

post office;  
bank;  
medical;  
police;  
tourist office.

Travelling and finding the way

directions;  
public transport;  
time and place;  
garage;  
service station;  
parking.

Food and Drink

restaurant;  
cafe, kiosk, supermarket and shops.

Accommodation

hotel;  
campsite;  
youth hostel.

Leisure Activities

cinema;  
sports;  
sightseeing;  
seaside.

Special and Personal Interests

work;  
career;  
hobbies;  
recreation.

Text-types

Announcements, advertisements, snippets of information clearly articulated on audio or video tape or in a face-to-face encounter.

Informative written material, e.g. signs, notices, timetables, menus, lists of facilities.

Activities

Dialogues, role playing exercises and activities relevant to obtaining and providing goods, services and information.

WITH REFERENCE TO OUTCOME 3: UNDERSTAND SIMPLE WRITTEN TEXTSLanguage Purposes

As in Outcomes 1 and 2.

Language Areas

As in Outcomes 1 and 2.

Text-Types

Letters (in legible handwriting or typed) and short texts (reading material should normally be in the region of 30-50 words).

Activities

Reading and extracting information, with the help of a dictionary.

**APPROACHES TO GENERATING EVIDENCE**

The tutoring/training approach should encourage the candidate to learn spontaneously from understanding language in use. To this end, the tutor/trainer should conduct wherever possible the class/training group in the target language. It is essential to establish the convention that the target language should be the working language of the classroom/training environment.

Although listening, speaking, reading and writing activities are discussed separately below, it should be the tutor's/trainer's aim to integrate them as much as possible, to accustom candidates to the fact that in real life they are frequently inextricably linked.

### Listening

In the initial stages the emphasis should be on getting candidates to listen and react appropriately. Learners should become accustomed to different voices in an ever widening range of contexts, both live and recorded. Video recordings may be used if appropriate and practical.

### Reading

Candidates should be exposed at an early stage to written texts illustrating the language they have already heard and are using e.g. exchanges of personal information in letter form and the kind of informative reading involved in finding one's way, obtaining goods and services etc.

The candidate should be introduced to any conventions of the target language as regards abbreviations, prices, time etc.

Learning to use a dictionary is of paramount importance.

### Speaking

The general aim is to develop the ability to engage in coherent face-to-face conversation. This includes being able to take the initiative, maintain conversation and respond to others etc. in a social context and everyday transactions.

In initial attempts at conversation, the full participation by learners will, of necessity, be restricted. They will have to concentrate much more on listening than speaking. The tutor/trainer must expect many grammatical errors (particularly in verb forms, word order and agreements) and handle these sensitively. The learner should be encouraged to communicate even with inaccurate language rather than remain silent for fear of making a mistake.

In order to offer learners the maximum number of opportunities for speaking, paired talk, including role playing should form a major part of classroom/training environment activity.

### Introduction to Writing

A flexible approach should be adopted in the introduction of writing. For all candidates writing is a useful mnemonic device. Moreover, some learners will benefit from early exposure to the written form whereas in other cases it may be preferable to delay this.

Writing in the target language should be closely guided at this level. In moderate amounts, it will be a useful classroom training environment practice, even though it will not be assessed as an outcome in this module.

### Structured Learning

The candidate should be encouraged to infer meaning from a wide variety of spoken and written material and to master certain fixed phrases. However, it will also be necessary to focus at appropriate moments on certain grammar points and phrases which illustrate key vocabulary, functions, notions, usage (e.g. formal and informal forms of address). Candidates will also acquire certain skills and strategies such as learning how to use a dictionary and learning how to rephrase. The value of working at home to consolidate work in class should be stressed.

In cases where an individual learner seeks further understanding of the structure/grammar of the language, the tutor/trainer should make appropriate judgements. When concentrating on forms or functions, tutors/trainers should correct errors somewhat more rigorously than when candidates are engaged in more open-ended communicative work.

### The development of general communicative strategies

All learners should be trained to come to terms with the fact that they will find at times that they are exposed to language beyond their grasp. They may wish to express things for which they lack an ideal or adequate language resource. On such occasions they should learn how to fall back on a range of communication strategies, most of which they will already use in mother-tongue communication. The tutor/trainer should encourage learners to practise and develop the following strategies:

- to guess meanings from the context and to use the context in order to anticipate what will follow in a sentence or utterance;
- to guess and to convey emphasis and meaning through intonation;
- to rephrase;
- to try to understand new words on the basis of similarities between the mother tongue and the target language;
- to try to understand new words where necessary on the basis of suffixes/affixes etc;
- to know how to ask in the target language for help when having difficulties in communicating.

Generating evidence should be thoroughly integrated with the learning/tutoring/training process and reflect the outcomes. Targets for each of these are set out in the performance criteria.

The candidate should be informed of these targets and be encouraged to monitor his/her own progress.

A prerequisite to this is that the candidate should have a clear understanding of the purposes and objectives of all the activities undertaken in the course. This can best be achieved by issuing a checklist of activities, purposes and targets for each component of the module.

**ASSESSMENT PROCEDURES** Corresponding to Outcomes 1-3:

1. The candidate should participate in aural/oral exercises which should allow evidence to be generated for all of the performance criteria.
2. The candidate should participate in aural/oral exercises which should allow evidence to be generated for all of the performance criteria.  
  
Both written and spoken stimuli should be used for this outcome. However, these may be used separately if wished in individual assessment exercises.
3. The candidate should produce restricted responses which will generate evidence for all of the performance criteria.

**PROGRESSION** Progression from this module leads to module 7340314 - 7340434 Language 2 as appropriate.

**RECOGNITION** Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

**REFERENCES**

1. Guidelines for Module Writers.
2. SQA's National Standards for Assessment and Verification.
3. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
4. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.

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