



**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION****STATEMENT OF STANDARDS****UNIT NUMBER:** 7340324**UNIT TITLE:** LANGUAGE: ENGLISH AS A FOREIGN LANGUAGE 2

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. CONVERSE ON MATTERS OF MUTUAL INTEREST 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.
- (d) Vocabulary and sentence structure allow some flexibility of expression.
- (e) Requests for clarification and repetition are made and responded to relevantly, clearly and as required.

**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.

Topics of conversation:

- matters of personal interest;
- matters of vocational or career interest;
- matters of social interest;
- routine operational matters (for instance, diary commitments, time and place for meetings etc).

Type of information to be exchanged:

- routine factual details;
- simple explanations and instructions;
- conventional biographical details;
- simple preferences.

Contexts:

- informal social situations and meetings;
- vocational situations.

Mode of Communication:

- face-to-face;
- telephone.

## **EVIDENCE REQUIREMENTS**

Evidence of oral work in the target language which indicates that the candidate can fulfil all of the performance criteria.

Evidence which indicates that each of the 'topics of conversation' has been covered.

The number of actual conversations will be at the discretion of the tutor/trainer.

At least one conversation will be undertaken using a telephone.

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

## **OUTCOME**

### **2. NEGOTIATE 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 correctly understood.
- (d) Responses to requests for goods and services are relevant and clear.
- (e) Vocabulary and sentence structure allow some flexibility of expression.
- (f) 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.

- (g) Information exchanged is sufficient for the desired services to be negotiated.
- (h) Requests for clarification and repetition are made and responded to relevantly, clearly and as required.
- (i) There is evidence of initiation of dialogue.

### **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:

- routine factual details;
- routine operational matters;
- simple requests, explanations and instructions.

Contexts:

- everyday situations (for instance, in shops, restaurants and railway stations);
- vocational situations.

Mode of Communication:

- face-to-face;
- telephone.

### **EVIDENCE REQUIREMENTS**

Evidence of oral work in the target language which indicates that the candidate can fulfil all of the performance criteria.

Evidence of oral work which indicates that each of the 'types of information to be exchanged' has been covered.

The number of actual transactions will be at the discretion of the tutor/trainer.

At least one transaction will be undertaken using a telephone.

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

**OUTCOME****3. LISTEN FOR INFORMATION AND PLEASURE****PERFORMANCE CRITERIA**

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

**RANGE STATEMENT**

Complexity of language to be understood: linguistically simple and high frequency sentences delivered at near normal speed and free from distortion or loud extraneous noise. Range and vocabulary should be limited to be accessible to a candidate at this level. Texts should be based on authentic use i.e. in the spoken mode and should normally be in the range of up to a maximum of 2 minutes in length.

Type of speech to be listened to:

- extracts or items from radio, television, video or cassette;
- simple announcements;
- speech of others present.

Type of information to be obtained:

- simple factual information;
- instructions and requests.

Contexts:

- social;
- vocational.

**EVIDENCE REQUIREMENTS**

Evidence of oral and/or written work in English and/or in the target language, or courses of action which indicate that the candidate can fulfil all of the performance criteria.

Evidence must be provided that each of the items listed under 'type of speech to be listened to' has been covered along with at least one example of each of the 'types of information to be obtained'.

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

**OUTCOME****4. READ FOR INFORMATION AND PLEASURE****PERFORMANCE CRITERIA**

- (a) Identification of the main content and theme of the source is accurate.
- (b) Identification of 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 should be normally up to 100 words in length.

Type of material to be read:

- extracts or short articles from newspapers, magazines, leaflets giving, for example, descriptions of everyday events;
- short pieces of narrative;
- descriptions of goods and services, (for instance, brochures or leaflets);
- documents on familiar topics, (for instance, forms, orders or letters).

Type of information to be obtained:

- simple factual information.

**EVIDENCE REQUIREMENTS**

Evidence of oral and/or written work in English and/or in the target language, or courses of action which indicate that the candidate can fulfil all of the performance criteria.

Evidence must also be provided that each of the items listed under 'type of material to be read' has been covered.

**OUTCOME****5. CONVEY SIMPLE INFORMATION IN WRITING****PERFORMANCE CRITERIA**

- (a) All essential information is provided.
- (b) Use of a given format is correct.
- (c) Register, syntax, spelling and grammar are sufficiently accurate to convey meaning on first reading.
- (d) Language used is drawn from relevant sources and deployed appropriately.

**RANGE STATEMENT**

Complexity of language to be demonstrated: linguistically simple and high frequency sentences.

Type of information to be conveyed:

- factual information, including biographical details;
- work arrangements (for instance, instructions).

Formats to be used:

- personal, including notes, messages and informal correspondence;
- vocational (for instance, simple forms, pro-forma documents).

**EVIDENCE REQUIREMENTS**

Written evidence which indicates that the candidate can fulfil all of the performance criteria on two separate occasions for the personal format and once for the vocational format.

Evidence must also be provided that each of the items listed under 'type of information to be conveyed' have been covered.

**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.

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.

**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** 7340324**UNIT TITLE** LANGUAGE: ENGLISH AS A FOREIGN LANGUAGE 2**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 second of a graded series of modules designed to 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 and to interpret spoken and written material for information, pleasure and vocational needs.

Centres may wish to begin with this module for those candidates who plan a successive course of language modules within a given programme of study or training. For those candidates who have already achieved module 1 or the equivalent, this module will guide candidates towards an extension of the skills and knowledge which they have developed already. Activities will be of a common predictable or day-to-day transactional, interpersonal, and vocational nature.

Achievement of this module will also give achievement of all of the language lead body standards at level 1.

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 help you to further develop the basic skills which you have previously acquired in the target language. You will listen to, speak, read and write the target language and learn how to negotiate services with other speakers of this language. You will do this for social and vocational purposes.

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

**CONTENT/CONTEXT** Corresponding to Outcomes 1-5:

The "content" of language learning in the course of this module is defined in the following way: a list of language purposes; examples of language areas; a list of text-types which exemplify the form, register or nature of the pieces of the language ; 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 are for illustrative purposes only and have been chosen as examples of typical needs of individual candidates. 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: CONVERSE ON MATTERS OF MUTUAL INTEREST WITH SPEAKERS OF THE TARGET LANGUAGE

Continuation of work on appropriate items as listed in module 1 with regard to:

##### Language Purposes

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

and, in addition, selection of some or all of the following language purposes:

expressing/agreement, disagreement;  
expressing good wishes;  
expressing simple needs and sensations;  
suggesting;  
inviting;  
expressing regret;  
recounting past events;  
offering;  
asking someone to do something;  
being able to/not being able to;  
expressing immediate and longer term intentions in the future.

Language Areas

Continuation of work on appropriate items as listed in module 1 with regard to:

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

and, in addition, selection from some or all of the following:

knowledge and study of language;  
places and terms of relevance to tourists and other visitors;  
parts of the body;  
daily routines;  
household furniture and amenities;  
expressions of possession;  
negation and condition;  
intentions;  
expressions of time, place, quantity;  
terms relating to physical appearance, psychological characteristics;  
clothes;  
simple expressions related to the four senses;  
possessions;  
simple sentence connectors (e.g. but, because, then, so);

Text-types

Conversation relating to general, social or vocational matters.

Activities

Participating in conversations, dialogues and role-play exercises with a partner and with the tutor/trainer/language assistant.

WITH REFERENCE TO OUTCOME 2: NEGOTIATE SERVICES

Continuation of work on appropriate items as listed in module 1 with regard to:

Language 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.

and, in addition, giving instructions and seeking additional information.

### Language Areas

#### Shopping

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

#### Services

post office;  
bank;  
medical;  
police;  
tourist office;  
lost property;  
emergencies  
specialist agencies (e.g. repairs, supplies, exchanges).

#### Travelling and finding the way

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

#### Food and drink

restaurant, cafe,  
kiosk, supermarket,  
shops.

#### Accommodation

hotel;  
campsite;  
youth hostel;  
guest house.

#### Leisure Activities

outings or social events (e.g. meal, excursion).  
cinema;  
sports;  
sightseeing;  
seaside;  
tourism.

#### Special and Personal Interests

work;  
career;  
hobbies;  
recreation.

NB. \* Not included in module 1.

### Text-types

Extended items of information clearly articulated on audio or video tape, in face-to-face conversation and announcements. Extended items of written material such as signs, notices, adverts, lists of facilities.

### Activities

Engaging in transactional conversation to negotiate goods, services and assistance.

Extracting information from spoken and/or written material relevant to the context.

### WITH REFERENCE TO OUTCOMES 3 & 4: LISTEN FOR INFORMATION AND PLEASURE, READ FOR INFORMATION AND PLEASURE

### Language Purposes

As in Outcomes 1 and 2.

Using information.

### Language Areas

As in Outcomes 1 and 2.

Topics of interest or relevance (personal/vocational) to the candidates, based on negotiation between tutors/trainers and candidates.

### Text-types

Extended spoken information (live/recorded) such as extracts from broadcasts or talks or recorded messages.

Simple articles, from newspapers and magazines. (These items may be informative, descriptive or narrative and may be designed to amuse or to persuade readers).

Correspondence (personal/ business) and other types of written text relating to trade/vocation/training (e.g. plans, FAX, telex, messages/instructions).

### Activities

Understanding essential general information;  
understanding specific items of information;  
reading/listening for pleasure or interest.

### WITH REFERENCE TO OUTCOME 5: CONVEY SIMPLE INFORMATION IN WRITING

### Language Purposes

Devising a written response to a spoken or written stimulus.

Language Areas

Any of those contained in Outcomes 1-4.

Text-types

Personal notes and correspondence, work-related notes.

Activities

Writing personal notes and completing forms giving specific information in the target language.

**APPROACHES TO GENERATING EVIDENCE** The tutoring/training approach should encourage candidates to learn spontaneously from understanding language in use. To this end the tutor/trainer should, wherever possible, conduct the class 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 very frequently inextricably linked.

Listening

Listening activities should encompass more extended items, including extracts from talks recorded from radio or television, announcements and instructions. The intention is to develop the ability to extract essential information from longer texts. In so doing the candidate needs to develop skills in concentration and anticipation. These same skills need to be applied to dialogues which may involve several individuals. The contexts in which the listening act is applied should continue to widen.

At this stage, most listening activities should be associated with contexts in which the candidate is expected to speak or converse. However, in real life, there are occasions when listening takes place without any response being called for (e.g. listening to the radio, or listening to a conversation in which one need not take part), and opportunities for this should be provided. This will provide a good foundation for candidates whose intended career or personal interests may involve attending talks, conferences etc.

Reading

Texts should continue to exemplify the language required to participate in conversations and transactions. However, the critical importance of authentic texts in extending learner's knowledge and understanding of the target language should be underlined by providing opportunities for candidates to read items purely for pleasure or in order to pursue a personal interest. Those who are studying the target language for vocational purposes should be introduced gradually to texts relating to their chosen field of work where these can be obtained. All candidates will benefit from exposure to short articles on subjects

of general interest which lie outside the areas specified in Outcomes 1 and 2 (e.g.

very simple accounts of current affairs, politics, everyday applications of technology, hobbies). Candidates will be expected to make appropriate use of relevant routine reference sources.

### Speaking

The opportunities for candidates to talk should increase. Activities should relate not only to social contexts and everyday transactions but should, where appropriate, cover typical work situations. Conversations should include not only exchanges of information but also a certain amount of discussion. At this level, the candidate should be encouraged to learn how to take the initiative in controlling the dialogue.

The tutor/trainer must continue to expect a significant number of grammatical errors (e.g. in verb forms and word order) as well as hesitations and mistakes in vocabulary. These should be sensitively handled in order that the candidate feels no inhibition to communicate. Effective participation in a conversation is more important than formal accuracy at this level.

### Writing

Although this is included as an Outcome, full account needs to be taken of the fact that this is the most difficult skill to master. Activities therefore need to be quite simple and not too demanding of time. There should always be a stimulus, either spoken or written e.g. a telephone call for someone who is not in or a letter from a correspondent.

Errors should be expected but should be more explicitly corrected than in conversation since the candidate usually has a period of time to consider what is being written. Candidates will be expected to develop their skills in the use of routine reference sources and letter writing exemplars.

### 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 rephrase. The value of working at home to consolidate work in the class or workplace should be stressed.

In cases where an individual candidate 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 candidates 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 candidates 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 intonations;
- 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 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 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 module. 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 1-5:

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.

It is suggested that 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 participate in listening exercises which should allow evidence to be generated for all of the performance criteria.
4. The candidate should produce restricted responses which should generate evidence for all of the performance criteria.
5. The candidate should produce restricted responses which should generate evidence for all of the performance criteria.

**PROGRESSION** Progression from this module leads to module 7340614-7340734 Language 3 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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