

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number-	7340924	-Session-1994-95
-Superclass-	FK	
-Title-	LANGUAGE: ENGLISH AS A FOREIGN LANGUAGE 4 (x 2)	

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Using the target language to establish social relations, transact the business of everyday living and to interpret spoken and written material for information, pleasure and vocational needs.

OUTCOMES

1. converse in some depth on matters of general and specialised interest with speakers of the target language;
2. present and discuss specialised topics;
3. act as an intermediary in a conversation between a speaker of the target language and a speaker of his/her own language;
4. listen for information and pleasure;
5. read for information and pleasure;
6. write in the target language.

CREDIT VALUE: 2 NC Credits

ACCESS STATEMENT: Access is at the discretion of the centre. However, it would be beneficial if the candidate had competence in the target language at National Certificate level 3. This may be evidenced by possession of National Certificate module 7340614-7340734 Language 3 as appropriate or all of the Language Lead Body standards at level 2 or Standard Grade 2/1 or similar qualifications or experience.

Please note that before undertaking this module, the question of informal interpretation as required in the module should be examined. Centres should be sure that they are able to provide an assessor for a speaker of a language other than English.

The English as a Foreign Language modules may be more suitable for candidates living outwith the United Kingdom. For candidates within the United Kingdom it would be advisable to look at the English for Speakers of Other Languages modules.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7340924**UNIT TITLE:** LANGUAGE: ENGLISH AS A FOREIGN LANGUAGE 4

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

OUTCOME

1. CONVERSE IN SOME DEPTH ON MATTERS OF GENERAL AND SPECIALISED INTEREST WITH SPEAKERS OF THE TARGET LANGUAGE

PERFORMANCE CRITERIA

- (a) Spoken conventions appropriate to the context are observed accurately.
- (b) There is evidence of initiation of dialogue.
- (c) Language is sufficiently clear and accurate to be understood by a sympathetic speaker of the target language and any inaccuracies, faults in intonation or hesitation do not impede comprehension of points being made.
- (d) Vocabulary and sentence structure allow some flexibility of expression.
- (e) Contributions, responses and reactions are relevant and support the development of the conversation.
- (f) 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: commonly used sentence structures, with some complex and unfamiliar language, delivered at normal speed. Conversations should vary in length but may be between 5-15 minutes in duration.

Topics of conversation:

- matters of general and personal interest;
- matters of vocational interest.

Type of information to be exchanged:

- factual information;
- likes, dislikes, preferences, justifications;
- opinions, hypotheses, predictions.

Contexts:

- social;
- vocational.

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 must be provided that each of the 'topics of conversation' has been covered. Each item listed under 'type of information to be exchanged' must also be covered along with both contexts.

The number of actual conversations will be at the discretion of the tutor/trainer but two may suffice.

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. PRESENT AND DISCUSS SPECIALISED TOPICS

PERFORMANCE CRITERIA

- (a) Spoken conventions appropriate to the context and audience are observed accurately.
- (b) Points made are relevant to the topic, presented clearly, audibly and are substantiated with evidence.
- (c) Language is sufficiently clear and accurate to be understood by a sympathetic speaker of the target language and any inaccuracies, faults in intonation or hesitation, do not impede comprehension of points being made.

- (d) Vocabulary and sentence structure allow some flexibility of expression.
- (e) Contributions, responses and reactions are relevant and support the development of discussion.
- (f) 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: commonly used sentence structures, with some complex language. Presentations and follow-up discussions may vary in length. Presentations may however be between 8-10 minutes in duration.

Topics of discussion:

- matters of general interest;
- matters of vocational interest.

Type of activity:

- to make a presentation using prepared materials and to field questions and participate in follow-up discussion.

Contexts:

- formal situations.

Mode of communication: face-to-face in a group situation.

EVIDENCE REQUIREMENTS

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

The candidate must make two presentations and play a leading role in the follow-up discussions. Both 'topics of discussion' must be covered. One of the presentations must include giving advice, guidance or instruction.

OUTCOME

3. ACT AS AN INTERMEDIARY IN A CONVERSATION BETWEEN A SPEAKER OF THE TARGET LANGUAGE AND A SPEAKER OF HIS/HER OWN LANGUAGE

PERFORMANCE CRITERIA

- (a) Spoken conventions appropriate to the context are observed accurately.
- (b) The overall meaning of what the speaker of the target language says is conveyed accurately to the non-speaker of the target language.

- (c) The response of the non-speaker of the target language is conveyed accurately to the speaker of the target language.
- (d) Language is sufficiently clear and accurate to be understood by a sympathetic speaker of the target language and any inaccuracies, faults in intonation or hesitation do not impede comprehension of points being made.
- (e) Vocabulary and sentence structure allow some flexibility of expression.
- (f) 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: commonly used sentence structures, with some complex and unfamiliar language, delivered at normal speed. Statements may vary in length.

Topics of conversation:

- matters of general or specialised interest.

Type of information to be conveyed:

- factual information.

Contexts:

- informal or formal situations.

Mode of communication: face-to-face or telephone.

EVIDENCE REQUIREMENTS

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

One interpreting exercise only is needed which should contain no less than six exchanges.

The length of the exchange will be determined by the nature of the task.

OUTCOME

- 4. LISTEN FOR INFORMATION AND PLEASURE

PERFORMANCE CRITERIA

- (a) Identification of the main content and theme of the source is accurate.
- (b) Identification of key points and specific details in the source is accurate.

- (c) Inferences and conclusions are drawn logically and justified with reference to the source.

RANGE STATEMENT

Complexity of language to be understood: commonly used sentence structures, delivered at normal speed, which may contain some complex and unfamiliar language in a variety of registers. Items should vary in length.

Type of speech to be listened to:

- the speech of others present, including short formal and informal addresses;
- broadcast speech;
- telephone speech, including recorded messages.

Type of information to be obtained:

- simple and some complex factual information.

Contexts:

- social;
- vocational.

EVIDENCE REQUIREMENTS

Evidence of written work in English and/or in the target language which indicates that the candidate can fulfil all of the performance criteria.

Evidence must be provided that each category listed under 'type of speech to be listened to' has been covered. Each context must be covered at least once.

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

OUTCOME

5. READ FOR INFORMATION AND PLEASURE

PERFORMANCE CRITERIA

- (a) Identification of the main content and theme of the text is accurate.
- (b) Identification of key points and specific details in the text is accurate.
- (c) Inferences and conclusions are drawn logically and justified with reference to the text.

RANGE STATEMENT

Complexity of language to be understood: commonly used sentence structures, which may contain some complex and unfamiliar language, in a variety of registers. Texts should vary in length.

Type of material to be read:

- written materials relating to vocational interest;
- articles intended for general readership;
- pieces of imaginative writing.

Type of information to be obtained:

- simple and some complex factual information.

Contexts:

- social;
- vocational.

EVIDENCE REQUIREMENTS

Evidence of written work in English and/or in the target language which indicates that the candidate can fulfil all of the performance criteria.

Evidence must be provided that each of the categories listed under 'type of material to be read' has been covered. Evidence must also be provided that 'type of information to be obtained' and both contexts have been covered.

OUTCOME**6. WRITE IN THE TARGET LANGUAGE****PERFORMANCE CRITERIA**

- (a) All essential information with supporting detail is presented clearly and accurately.
- (b) Structure and format are appropriate to purpose and audience.
- (c) Any faults of register, syntax, spelling and grammar do not impede complete comprehension.
- (d) Vocabulary and sentence structure are sufficiently flexible to allow expression of opinion to be conveyed clearly.

RANGE STATEMENT

Complexity of language to be demonstrated: commonly used sentence structures, including the use of co-ordinators, in an appropriate register. Texts should vary in length.

Type of information to be conveyed:

- reaction to texts read;
- resumes of information given;
- arrangements;
- personal information.

Context: personal, social or vocational.

EVIDENCE REQUIREMENTS

A folio of written evidence in appropriate formats* in the target language, including at least one formal letter and one informal letter, which demonstrates that the candidate can fulfil all of the performance criteria.

*N.B. Formats could include reports, CVs, notes, or similar or could derive from materials used in Outcomes 1-5.

Evidence must be provided that each of the categories listed under 'type of information to be conveyed' has been covered.

Choice of context may be negotiated between the learner and the tutor/trainer.

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 sections refers to the evidence produced by the candidate for the tutor/trainer. The tutor/trainer should retain copies of tasks 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** 7340924**UNIT TITLE** LANGUAGE: ENGLISH AS A FOREIGN LANGUAGE 4

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 80 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This module is an 80-hour module. It is the fourth of a graded series 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.

The module will concentrate on the integration of reading, writing, listening and speaking in a way that reflects their use in real life. Particular emphasis will be placed on the development of skills which enable the candidate to organise and express ideas in a coherent way.

Achievement of this module will also give achievement of all of the reading and listening Language Lead Body standards at level 3. In addition, it gives achievement of the following speaking standards: S3.1, S3.2 and S3.3. In order to get full recognition of all of the Language Lead Body standards at level 3, module 7341124-7341184 Language 4A as appropriate must be achieved.

It should be noted that the SEB accepts module 4 as an entry qualification to CSYS in the appropriate language.

This module has been written in such a way to apply to the above languages. Please refer to the Access statement and page 14 for further guidance regarding EFL.

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 develop your skills in reading, writing, listening to and speaking in the target language to a level which will allow you to communicate comfortably and undertake key work tasks.

To achieve the module you will undertake a range of oral/aural exercises and reading and writing tasks which will test your language skills.

CONTENT/CONTEXT Corresponding to Outcomes 1-6:

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. Due account should be taken, in so doing, of the needs and interests of individual learners.

The following lists are for illustrative purposes only and have been chosen as examples of typical needs of individual learners at this stage. The tutor/trainer should therefore exercise discretion, especially in selecting the language areas, and should use only those considered appropriate to the particular candidate group.

Although grammar is not explicitly listed in this content/context section, successful completion of the outcomes will demand ever-increasing knowledge and use of grammatical structures.

The language purposes and language areas defined for modules 1,2 and 3 are assumed as the basis for learning in module 4. They are therefore not listed again here. However, texts relating to them should not be excluded from selection as suitable for learning and tutoring/training purposes.

In this, as in all other modules, the term "text" is used to refer to any organised and coherent body of language designed to be understood as a whole. It can therefore relate to any medium. Thus a "text" might be an article in a newspaper or magazine, the script of a radio or television broadcast, the contents of a brochure, pages in a letter, the contents of a telex message, or a live talk.

WITH REFERENCE TO OUTCOME 1: CONVERSE IN SOME DEPTH ON MATTERS OF GENERAL AND SPECIALISED INTEREST WITH SPEAKERS OF THE TARGET LANGUAGE

Language Purposes

As in modules 1,2 and 3.

Language Areas

As in modules 1,2 and 3;
the civilisation and culture of the country or countries in which the target language is spoken;
vocational requirements.

Text-types

Extended conversation on any of the language areas specified in any of the outcomes in this module.

Activities

Open-ended dialogues including telephone conversation.

WITH REFERENCE TO OUTCOME 2: PRESENT AND DISCUSS SPECIALISED TOPICSLanguage Purposes

Present information using prepared materials and lead and participate actively in group discussion in order to interest, inform, stimulate, persuade, convince as part of a process of decision making, give advice/guidance/instruction/explanation.

Language Areas

Those relevant to the candidate's general interests and vocational needs.

Text-types

Presentations and structured small group discussions which develop ideas relating to particular topics, issues or problems of personal or specialist vocational interest.

Activities

Active participation as both presenter and participant in structured discussion; presenting information; answering questions; taking account of the inputs of co-participants, participating in the discussion.

It should be noted that this outcome could form part of the preparation for the specialised vocational presentations required to meet Language Lead Body requirements at level 3 in module 4A.

WITH REFERENCE TO OUTCOME 3: ACT AS AN INTERMEDIARY IN A CONVERSATION BETWEEN A SPEAKER OF THE TARGET LANGUAGE AND A SPEAKER OF HIS/HER OWN LANGUAGELanguage Purposes

Relaying messages, questions and answers; negotiating; sorting out any mismatches of information.

Language Areas

Everyday talk;
common transactions;
commercial negotiations (where relevant to candidate);
technical discussions (where relevant to candidate).

Text-types

Talk, either face-to-face or over the telephone, originating from the speaker of the target language.

Activities

Relaying the intentions of a speaker of the target language to a third party who does not speak or read the target language; conveying the comments/reactions/requirements of the third party to the speaker of the target language.

N.B. With reference to English as a Foreign Language the centre must organise appropriate speakers of the candidate's first language to enable the performance criteria to be met.

WITH REFERENCE TO OUTCOMES 4 AND 5: LISTEN FOR INFORMATION AND PLEASURE/READ FOR INFORMATION AND PLEASURELanguage Purposes

As in module 3.

Language Areas

As in module 3;
the culture and civilisation of the country or countries in which the target language is spoken;
vocational requirements.

Text-types

As in module 3; the speech of others present, including formal and informal addresses, extracts from radio and television including topics such as politics, the arts, current affairs; specialist interest materials both personal and vocational; films (extracts) including video recordings; telephone speech.

Notes, manuals, reports, records, news items, journal articles, extracts from short works of fiction, poetry, song, formal and informal correspondence, memos, faxes, standard forms, messages, requests, advertisements, instructions.

Activities

Reading/listening/viewing for pleasure and vocational purposes;
demonstrating comprehension through a variety of assignments or activities, including production of plans of action based on texts viewed/read/heard.

WITH REFERENCE TO OUTCOME 6: WRITE IN THE TARGET LANGUAGELanguage Purposes

Preparing comments on specific topics in order to inform/stimulate/persuade/convince;
presenting supporting evidence for opinions;
making arrangements;

giving personal information.

Language Areas

Any of those relating to Outcomes 4 and 5 or similar.

Text-types

Any written format, including letters (formal and informal), suitable to purpose.

Activities

Writing comments of varying length on stimulus items.

Although writing only appears in one outcome of this module, progression from module language 3 is to be seen in the development of competence to write open-ended but structured reactions to texts read, to write concise resumes of information given and to project arrangements for practical purposes in a clear and comprehensible way.

In order to achieve full Language Lead Body standards for writing at level 3, a range of vocational writing activities contained in module 4A must be achieved.

APPROACHES TO GENERATING EVIDENCE

It is a major aim of this module to extend and deepen the candidate's exposure to the target language, and to do so while encouraging skills of independent study. The learning and tutoring/training approach should therefore be broadly in line with that adopted for earlier modules. However, candidates should be given every opportunity to select materials of their own choice, covering a range of topics and text-types. Part at least of the group work should be a negotiation in the target language between the tutor/trainer and the candidate group on the topics and aspects of specific topics which are to be covered. This need not be a lengthy activity, but should demonstrate to the candidates that they have a major role in determining what it is that they will learn. The tutor/trainer may take an active role in proposing options which might be pursued in the early stages of the module, but by the end major decisions on what is read and discussed should be left to individual learners.

Organising the programme of work

Based on a preliminary discussion on the specific interests of all members of the group, the tutor/trainer should select a number of themes which will be explored as the basis of an overall scheme of work. About one third of these should relate directly to the culture/civilisation of the country or countries in which the target language is spoken. The balance can relate either to issues of general or international concern or of direct relevance to the vocational needs/personal interests of the candidate.

The tutor/trainer should make decisions as to how much time is to be allocated to each theme and select texts/activities accordingly.

Each theme should relate to the outcomes. All topics should lead quite naturally to discussions and written comments, as well as providing a wealth of opportunities for reading and listening for information and pleasure. Because the

outcomes are integrated into each theme, assessment can take place at any appropriate stage.

The tutor/trainer will be able to use all topics to illustrate specific grammar points which need to be revised or explored in depth.

Outcome 1

The candidate should now become involved in longer and more complex conversations on an increasingly wider range of topics. Many of the texts used will inevitably stimulate and promote discussion and candidates should be encouraged to express their views, not just to the tutor/trainer but within groups or with a partner.

Outcome 2

The candidate should have regular opportunities to present information and discuss within a small group, topics, points of view or items of personal interest drawn from, or developed in relation to, the reading/listening programme for Outcomes 4 and 5. The candidate will have practice in listening to and evaluating the contributions of his/her fellow candidates. The aim is to build confidence in dealing with situations where there may be differing and sometimes unpredictable opinions expressed. There is no need for the tutor/trainer to be involved in all such discussions. In the early stages of the module candidates should have a considerable amount of time to prepare both language items and content required for participation in these presentations and discussions, but with practice they should become more accustomed to starting off a discussion without prepared materials to hand, or becoming involved in one spontaneously, with very little warning.

Outcome 3

This is a skill which needs to be carefully fostered. It is assumed at this level that the speaker of the target language will normally adapt his/her language to the situation where a third party is involved e.g. by restricting what is said to a maximum of 20 words at a time. The intention is not that the candidate should provide a literal translation, but should convey all the essential information.

Situations should be devised where the two parties for whom the candidate is mediating have different bits of information. Obviously translating what the third party says back into the target language will make quite considerable demands on the candidate, so due tolerance in assessing this aspect of the transaction should be exercised.

Outcome 4 and 5

Listening texts should not be spoken versions of written texts but authentic speech. In general listening passages should not exceed 2 minutes in length although larger texts can be used with support at the discretion of the tutor/trainer.

At this stage, candidates should feel confident about tackling whole articles from magazines although this will be a gradual process, moving from global comprehension in the early units of work to careful scanning for detail towards the end of the module. It is important that all candidates, irrespective of their motives for study/training, should be exposed to the widest possible range of

texts both as regards format and content. Observing how the target language is used in, for example, advertisements is just as important as becoming sensitive to stylistic devices in journalism or literary texts.

Candidates should have considerable control over what they choose to read and listen to, provided that all the requirements of the assessment scheme are met when an outcome is being evaluated.

Outcome 6

There should be considerable scope for integrating this outcome with Outcomes 4 and 5 as well as with Outcome 2. For example, it is a natural application of writing skills to prepare the text or script for a talk. However, the activity goes beyond this, because the candidate should be encouraged to draft reactions or responses to items read, heard or viewed as often as possible. All candidates should be encouraged to compile a folio of the pieces written in the course of the module.

Other writing activities should not be neglected, particularly when they arise naturally out of what is being read or studied. Candidates following a vocational course will require to continue working on relevant writing exercises.

Opportunities for further development along these lines are provided in module 4A. Achievement of the writing outcome in module 4A is required for achievement of the Language Lead Body standards in writing at level 3.

ASSESSMENT PROCEDURES Corresponding to Outcomes 1-6:

1. The candidate should participate in aural/oral exercises which should allow evidence to be generated for all the performance criteria.
2. The candidate should participate in aural/oral exercises which should allow evidence to be generated for all the performance criteria.
3. The candidate should participate in aural/oral exercises which should allow evidence to be generated for all the performance criteria.
4. The candidate should produce written restricted responses which should generate evidence for all the performance criteria.
5. The candidate should produce written restricted responses which should generate evidence for all the performance criteria.
6. The candidate should produce extended responses in the target language which should generate evidence for all the performance criteria.

PROGRESSION Progression from this module is to module 7341224-7341324 Language 5 as appropriate or, for achievement of all elements of the Language Lead Body standards at level 3, module 7341124-7341184 Language 4A as appropriate. Candidates following a specialised vocational course may see progression to module 4A as a preferred route.

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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