

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
GLASGOW G2 7NQ**

NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number-	7348111	-Session-1991-92
-Superclass-	FK	

-Title-	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES 1
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-DESCRIPTION-

Purpose	This introductory module is designed to use English to communicate at an elementary level. The module is the first of a series and will help the student to establish social relationships, to interpret spoken and written material for information and pleasure, and to conduct the business of everyday living.
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Preferred Entry Level	No formal entry requirements.
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Outcomes	The student should: 1. exchange personal information; 2. conduct everyday transactions; 3. understand simple written material; 4. form written words correctly.
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Assessment Procedures	Acceptable performance in the module will be satisfactory achievement of all the Performance Criteria specified for each Outcome.
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The following abbreviations are used below:

PC Performance Criteria
IA Instrument of Assessment

Note: The Outcomes and PCs are mandatory and cannot be altered. The IA may be altered by arrangement with SQA. (Where a range of performance is indicated, this should be regarded as an extension of the PCs and is therefore mandatory).

With reference to oral assessment procedures, it should be noted that it is the conveyance of meaning which is important and that a significant degree of repetition, prompting and paraphrasing by the interlocutor and hesitation on the part of the student is acceptable.

A minimum of four different language areas must be covered by the student through the range of assessments detailed below.

OUTCOME 1

EXCHANGE PERSONAL INFORMATION

PCs

- (a) Requests for simple personal information are comprehensible in spite of inaccuracies and hesitation.
- (b) Responses to requests for personal information are appropriate and comprehensible in spite of inaccuracies and hesitation.

IA Aural/Oral

The student will be involved in two simple face to face situations. The two exercises will be chosen from the following:

- (i) student/student
- (ii) student/tutor
- (iii) student/another

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 2

CONDUCT EVERYDAY TRANSACTIONS

PCs

- (a) Requests and information offered are comprehensible in spite of inaccuracies and hesitation.
- (b) Responses are relevant and comprehensible in spite of inaccuracies and hesitation.
- (c) Evidence of understanding is demonstrable through the progression of the conversation.

IA Aural/Oral

The student will be involved in three short transactional tasks.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 3 UNDERSTAND SIMPLE WRITTEN MATERIAL

- PCs
- (a) Recognition of key words is correct.
 - (b) Recognition of contextual clues is correct.
 - (c) Information extracted is essential and relevant to purpose.

IA Restricted Response

The student will undertake three Restricted Response questions. The questions will cover three different types of reading task.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 4 FORM WRITTEN WORDS CORRECTLY

- PCs
- (a) Use of upper and lower case is correct.
 - (b) Positioning of letters and words is correct in terms of spacing, size and place on the line.
 - (c) Writing is from left to right.

IA Assignment

The student will undertake two exercises. The first exercise will involve the student copying his/her name and address on to a form. The second will require the student to copy a sentence of between 6-10 words.

Satisfactory performance will be achievement of all the Performance Criteria.

**The following sections of the descriptor are offered as guidance.
They are not mandatory.**

CONTENT/CONTEXT

Language Areas

The language areas should be used to reflect the needs and interests of the student and could include:

- (a) social interaction;
- (b) places of interest and entertainment;
- (c) shopping and services;
- (d) travel;
- (e) culture and religion;
- (f) education;
- (g) medical and health;
- (h) home and family;
- (i) employment;
- (j) dealing with official and semi-official bodies.

Corresponding to Outcomes 1-4:

1. Exchange of personal information could include:

greeting, leave-taking, introducing;
asking for and giving information;
expressing wishes;
liking and disliking;
expressing approval and disapproval;
thanking;
identifying;
describing;
asking for repetition;
expressing intention.

2. Conducting everyday transactions could include:

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

3. Simple written material could include:

signs and short public notices;
printed material on forms;
timetables;
street plans;
leaflets;
adverts;
notices;
posters;
short letters;
alphabetical lists;
lists of straightforward instructions.

4. Forming words could include the following:

writing own name and address;
copying a name and address;
copying a short note;
copying a piece of information.

SUGGESTED LEARNING AND TEACHING APPROACHES

Teaching and learning in English should be active and student-centered. As far as possible students should be made familiar with the Outcomes, content/context, and assessment procedures so that they can take responsibility for their own learning. This may involve translation or the use of interpreters. Students should also, wherever possible, have the opportunity to plan and make decisions for themselves, assess their own needs, and exercise independence in their studies.

The classroom should provide opportunities to use language in real situations for real purposes and classroom activities should create a bridge with the outside world. Students should be encouraged to communicate, even if inaccurately at first. They should be taught strategies to deal with language situations slightly beyond their grasp; to guess, to rephrase, to ask for repetition. They should listen to a wide variety of voices, both live and recorded. They should learn to use dictionaries.

Learning English is a practical activity. The language classroom should be a workshop where, depending on purpose, a variety of activities, some individual, some small group and some whole class should take place. Individual and small group activities should however take precedence since these provide maximum practice and allow students with different learning speeds, different English language backgrounds, and different start dates for the module, to work independently at their own pace. The use of imaginative role play, games and simulation should be encouraged. This will make the Outcomes easier to achieve and should ensure that learning is practical, skills based and relevant to the student.

The materials used in the classroom need to reflect the outside world that the student is operating in. Exposure to local accents is important. Reading materials should be those the student will be dealing with in everyday life. Task based activities should be realistic.

The classroom could be organised on a self-access basis with student access to as many books, materials, cassettes as is feasible. The students would then be able to choose, either independently or in consultation with the tutor, what they wish to work on.

Student and tutor should have checklists whereby they can both map progress towards the achievement of Outcomes. Students should be encouraged to keep a learning diary, a file and vocabulary notebooks. Assessment should be an integral part of the learning process.

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