

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

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

NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 7348121 **-Session-1991-92**
-Superclass- FK

-Title- ENGLISH FOR SPEAKERS OF OTHER LANGUAGES 2

-DESCRIPTION-

Purpose This module is designed to extend the student's ability to use English to communicate. The module is the second in 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.

The module is designed to follow on from English for Speakers of Other Languages 1.

Preferred Entry Level 7348111 English for Speakers of Other Languages 1.

Outcomes The student should:

1. exchange general information;
2. conduct a range of transactions;
3. understand simple written texts;
4. undertake simple written tasks.

Assessment Procedures Acceptable performance in the module will be satisfactory achievement of all the Performance Criteria specified for each Outcome.

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

OUTCOME 1**EXCHANGE GENERAL INFORMATION**

PCs

- (a) Information offered is comprehensible in spite of inaccuracies and hesitation.
- (b) Understanding of information exchanged is demonstrable through appropriate and relevant responses.
- (c) Vocabulary is sufficient to allow some flexibility of expression.

IA Aural/Oral

The student will be involved in three face to face situations as follows:

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

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 2**CONDUCT A RANGE OF TRANSACTIONS**

PCs

- (a) Requests and information offered are comprehensible in spite of inaccuracies and hesitation.
- (b) Responses are appropriate and relevant in spite of inaccuracies and hesitation.
- (c) Vocabulary is sufficient to allow some flexibility of expression.
- (d) The transaction is successful in terms of meeting its purpose.

IA Aural/Oral

The student will be involved in three transactional tasks going into some detail, involving more than one exchange and not simply of a question and answer format.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 3

UNDERSTAND SIMPLE WRITTEN TEXTS

PCs

- (a) An account of the gist of the text is correct.
- (b) Identification of essential details is correct.

IA Restricted Response

The student will read three different types of text. All three exercises will be completed correctly.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 4

UNDERTAKE SIMPLE WRITTEN TASKS

PCs

- (a) Writing is legible.
- (b) Spelling is comprehensible in spite of inaccuracies.
- (c) Sentence structure is comprehensible in spite of inaccuracies in grammar.
- (d) Essential details are clearly identifiable.

IA Restricted Response

The student will undertake three different types of written exercise. All three tasks will be completed correctly.

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 general information could include:
 - greetings and introductions;
 - leave taking;
 - thanking;
 - offering and asking for help;
 - expressing likes and dislikes and preferences;
 - relating past events;
 - accepting and refusing;
 - expressing plans and ideas in the short/long term;
 - family relationships;
 - apologising and complaining;
 - describing people, places, things;
 - asking for and giving information.
2. Conducting a range of transactions could include:
 - asking for and giving information;
 - requesting;
 - asking for clarification;
 - confirming;
 - specifying;
 - rejecting;
 - accepting and refusing;
 - making arrangements;
 - responding to information;
 - stating problems;
 - suggesting.

3. A variety of simple written texts could be selected from:
 - educational notices;
 - newspapers;
 - magazines;
 - fiction eg. graded readers;
 - non-fiction eg. recipes, manuals, patterns, leaflets, brochures;
 - letters;
 - text book material;
 - work sheets.

4. A simple written task could include the following:
 - completing a form;
 - writing a note or message;
 - writing a short letter;
 - writing a short set of instructions.

SUGGESTED LEARNING AND TEACHING APPROACHES

Teaching and learning in English should be active and student-centred. 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, and 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 and taped evidence of progress. Assessment should be an integral part of the learning process.

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