

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 7348131 -Session-1991-92
-Superclass- FK

-Title- ENGLISH FOR SPEAKERS OF OTHER LANGUAGES 3

-DESCRIPTION-

Purpose This module is the third of a graded series of modules designed to develop the student's ability to use English to communicate. This module will help the student to establish social relationships, to transact the business of everyday living and to interpret spoken and written material for information, pleasure or vocational needs where appropriate.

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

The module is designed to follow on from English for Speakers of Other Languages 2.

Preferred Entry Level 7348121 English for Speakers of other Languages 2.

Outcomes The student should:

1. sustain a conversation;
2. respond orally in a variety of situations;
3. understand a variety of types of written and spoken stimuli;
4. follow a pre-determined course of action based on the selection of key information from written and spoken sources;
5. undertake a variety of 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.)

OUTCOME 1 SUSTAIN A CONVERSATION

- PCs
- (a) Pronunciation is intelligible although influenced by the mother tongue.
 - (b) Grammatical/lexical accuracy is such that communication is rarely impeded.
 - (c) Conversation is maintained with only minor prompting.
 - (d) Vocabulary is sufficient to allow flexibility of expression and ability to cope with changes of topic.
 - (e) Command of language is such that ideas can be extended and developed.
 - (f) Awareness of conventions of conversation is demonstrable through appropriate and relevant responses.

IA Aural/Oral

The student will be involved in three conversations covering different types of language area. At least one conversation will be conducted with the tutor and one conversation conducted with a person other than the tutor.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 2 RESPOND ORALLY IN A VARIETY OF SITUATIONS

- PCs
- (a) Pronunciation is intelligible although influenced by the mother tongue.
 - (b) Grammatical/lexical accuracy is such that communication is rarely impeded.
 - (c) Understanding of the purpose of a situation is demonstrable through appropriate and relevant

responses with little repetition necessary on the part of the initiator.

- (d) Language strategies are appropriate for effective contribution to the situation.
- (e) Understanding of action necessary arising from the situation is demonstrable through appropriate and relevant responses.

IA Aural/Oral

The student will be involved in three situations covering different types of language area. At least one exercise will be conducted with the tutor and one conducted outwith the classroom environment.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 3 UNDERSTAND A VARIETY OF TYPES OF WRITTEN AND SPOKEN STIMULI

- PCs
- (a) Explanation of the gist of the material is correct.
 - (b) Recognition of additional relevant details is correct.

IA Short Answer

The student will be given four short passages which vary in style and content. The four passages should include narrative, factual and discursive material. Two passages will assess listening skills and two reading skills. Comprehension of the passages should be assessed by an overall total of 24 Short Answer Questions, of which the student should get 16 correct. There will be one question on gist for each passage. The other questions can cover both factual and inferred information. Each question on gist must be answered correctly. Answers can be given orally or in writing.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 4 FOLLOW A PRE-DETERMINED COURSE OF ACTION BASED ON THE SELECTION OF KEY INFORMATION FROM WRITTEN AND SPOKEN SOURCES

- PCs
- (a) Demonstration of skim reading is evident through the efficient extraction of key information.
 - (b) Demonstration of purposeful listening is evident through the efficient extraction of key information.
 - (c) Correct extraction and use of key information is indicated through the completion of a task.

IA Assignment

The student will be involved in three exercises covering different types of language area. At least one stimulus will be oral and one will be written. One exercise will assess writing skills and one speaking skills.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 5**UNDERTAKE A VARIETY OF WRITTEN TASKS**

PCs

- (a) Conventions of layout and style are suited to purpose.
- (b) Purpose is clear despite some inaccuracies in grammar, spelling and punctuation.
- (c) Use of a range of expressions and vocabulary is evident.

IA Extended Response

The student will complete three written tasks covering different types of language area. Each written response will consist of no more than 250 words. One exercise will involve the production of a letter.

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 students and could include:

- (a) social interaction, human interest issues;
- (b) current affairs;
- (c) social issues;
- (d) places of interest;
- (e) shopping, services and financial transactions;
- (f) travel;
- (g) medical and health;
- (h) employment;
- (i) education for self;
- (j) education for children;
- (k) vocational training;
- (l) dealing with official and semi-official bodies;
- (m) recreation;
- (n) the media.

Corresponding to Outcomes 1-5:

1. Sustaining a conversation could include:

giving personal details;
giving general information;
asking questions;
expressing preferences and objections;
discussing topics of general and topical interest;
planning;
negotiating;
expressing emotions;
commenting on behaviour/attitudes;
explaining personal affairs/position;
comparing;
apologising.

2. Responding orally in a variety of situations could include:

requesting information, appointments etc;
giving information;
responding to directions and instructions;
giving directions and instructions;
complaining;
apologising;
rejecting;
explaining;
checking;
disagreeing.

3. Understanding a variety of types of written and spoken stimuli could include:
 - newspaper/magazine, articles;
 - excerpts from TV and radio programmes;
 - short stories;
 - summaries;
 - descriptions eg. retail publicity;
 - commercially produced videos, cassettes and computer programs;
 - magazines;
 - educational material;
 - information material.

4. Following a pre-determined course of action based on the selection of key information from written and spoken sources could include:
 - using textbooks, reference books, worksheets, manuals, recipe books etc.;
 - using contents and index sections;
 - listing and classifying;
 - selecting options/choices/alternatives;
 - obtaining specific information;
 - making notes;
 - organising resources and events.

5. Undertaking a variety of written tasks could include:
 - letter writing - personal, social, official, semi-official (requests and answers);
 - invitations;
 - descriptive writing;
 - publicity material;
 - advertisements;
 - instructions, directions, processes;
 - information - personal, vocational etc.;
 - imaginative or factual writing in short essay form;
 - note taking;
 - drafting for a short talk.

SUGGESTED LEARNING AND TEACHING APPROACHES

The same principles as those applied in English for Speakers of Other Languages modules 1 and 2 should be continued, enabling the students to take as much responsibility for their own learning as possible. The tutor and student should work together to draw up a suitable course of study for achieving the Outcomes. They should both keep records of progress. Assessment should be an ongoing and an integral part of the learning process, the outcome of which is agreed by both tutor and student.

This module still contains a strong emphasis on speaking and listening. Its aim is practical and students should take part in activities which reflect their language experiences outside the classroom. They need to make themselves understood and to understand, not only the language they hear, but also the purposes and conventions of the situations they meet. They now need a wider vocabulary and some knowledge of grammar to enable them to express themselves in a greater variety of contexts and in some depth. Listening should be purposeful, involving the student in listening for gist or detail as appropriate, and varied, exposing him/her to different accents, styles, speeds etc.

Reading tasks aim to develop a variety of skills. Skim reading and detailed reading are both important when seeking written information. In this module the student also begins to read more widely for interest and pleasure. He/she will encounter a range of text types and strategies for understanding gist, such as guessing, predicting and recognising contextual clues, should also be developed.

More extensive writing skills are required of the student demanding a knowledge of the conventions of different types of writing and a flexibility of expression. However, tasks should at all times be closely related to the student's needs and practical in their purpose. Often a writing task might involve the use of information which the student has already acquired through an oral/aural or reading exercise.

As tasks in the classroom should be as realistic as possible, they will usually combine a variety of skills. For example, students will listen in order to write or read in order to speak. This is how they have to operate outside the classroom as well.

For most students the acquisition of English is merely a preliminary to achieving another goal, a means to an end. In fact for some students the achievement of linguistic and other skills is simultaneous. It is important that these other goals are recognised and kept closely in sight so that the student's language learning is always appropriate to his/her purpose. If study skills are needed these should be developed as part of the learning process. It is also important that linguistic achievement outside the classroom in any of the four skills is recognised and credited. The tutor and student should agree strategies to ensure that this happens.

Pair work and small group work should continue to be the norm in the classroom. In this way students can get as much practice as possible. They can work at a pace that suits them and they can enjoy a flexibility of approach which meets their particular requirements.