

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 7348141 -Session-1991-92
-Superclass- FK

-Title- ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
4 (x 2)

-DESCRIPTION-

Purpose This module is the fourth of a graded series of modules designed to develop the student's ability to use English to communicate. The module will help the student to develop the range of skills required to achieve vocational and educational aims while also developing the communication skills required for everyday living. The achievement of this module should assist the student to progress towards employment or further studies.

The module is designed to follow on from English for Speakers of Other Languages 3.

Preferred Entry Level E5 7348131 English for Speakers of Other Languages 3.

Outcomes The student should:

1. sustain an in-depth conversation on matters of interest;
2. participate in a small group discussion;
3. understand a variety of types of extended written and spoken material;
4. produce well-structured written material.

Assessment Procedures Acceptable performance in this 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 AN IN-DEPTH CONVERSATION ON MATTERS OF INTEREST

- PCs
- (a) Pronunciation is clear although possibly influenced by the mother tongue.
 - (b) Intonation patterns are appropriate to context.
 - (c) Range of vocabulary and command of language are sufficient to allow a topic to be explored in depth.
 - (d) Grammatical/lexical accuracy is such that it does not impede the conversation.
 - (e) Conversation is initiated and maintained with ease.
 - (f) Awareness of conventions of conversation is demonstrated through appropriate and relevant responses.

IA Aural/Oral

The student will be involved in three conversations on three different topics. One conversation will be conducted with a person other than the tutor or a member of the class.

Satisfactory performance will be achievement of all the Performance Criteria in each of the three conversations.

OUTCOME 2 PARTICIPATE IN A SMALL GROUP DISCUSSION

- PCs
- (a) Pronunciation is clear although possibly influenced by the mother tongue.
 - (b) Intonation patterns are appropriate to context.
 - (c) Grammatical/lexical accuracy is such that it does not impede the conversation.
 - (d) Command of language is sufficient to support the development of the discussion.
 - (e) Language strategies are appropriate for effective participation in the discussion.

IA Aural/Oral

The student will participate in two small group discussions. The group should consist of not less than three people. The tutor should not be a participant. Each discussion should be on a different topic.

Satisfactory performance will be achievement of all the Performance Criteria in both discussions.

OUTCOME 3**UNDERSTAND A VARIETY OF TYPES OF EXTENDED WRITTEN AND SPOKEN MATERIAL**

PCs

- (a) Identification of purpose is correct.
- (b) Identification of key points is correct.
- (c) Identification of relevant supporting detail is correct.

IA Short Answer Questions

The student will be presented with materials which will allow listening skills to be assessed on two occasions and reading skills to be assessed on two occasions. Narrative, factual and discursive material must be included. Style and content should vary.

On each occasion, assessment will be undertaken by 5-10 Short Answer questions. The questions should be designed to ensure coverage of all the Performance Criteria. Questions can cover both factual and inferred information.

Satisfactory performance will be achievement of all the Performance Criteria on each occasion.

OUTCOME 4**PRODUCE WELL-STRUCTURED WRITTEN MATERIAL**

PCs

- (a) Conventions of layout and style are appropriate to purpose.
- (b) Structure and content are appropriate to purpose.
- (c) Use of a wide range of language appropriate to context is evident.
- (d) Grammar, spelling and punctuation contain few inaccuracies.

IA Extended Response

The student will produce three items of written communication, each covering a different purpose. Length will vary according to purpose.

Satisfactory Performance will be achievement of all the Performance Criteria on each occasion.

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

CONTENT/CONTEXT

Language Areas

vocational training
employment including interviews
education for self
education for children
dealing with official and semi-official bodies
recreation
the media
social interaction
current affairs
social issues
places of interest
shopping, services and financial transactions
travel
medical and health
culture
religion

Corresponding to Outcomes 1-4:

1. Sustaining an in-depth conversation could include:

giving and extracting information
exchanging more detailed information
explaining
negotiating
planning
drawing conclusions
expressing feelings and opinions
justifying and defending
reporting
describing
comparing

2. Participating in a small group discussion could include:

agreeing/disagreeing
giving reasons
expressing and developing ideas
explaining
asking
elaborating
interjecting
refuting
initiating

expressing degrees of doubt and certainty
deferring
seeking confirmation
summarising
reiterating

3. Extended written and spoken material could include:

journalistic material
excerpts from T.V. and radio programmes
newspaper/magazine articles
literature including poetry and plays
educational material including text books and worksheets
commercially produced videos
cassettes and computer programmes
research findings
reference books
publicity and information material

4. Producing well-structured written material could include:

preparing information sheets and questionnaires
formal and informal letters
narrative writing
descriptive writing
reports
instructions, directions, processes
writing up projects
publicity materials
reporting

SUGGESTED LEARNING AND TEACHING APPROACHES

The same principles as those applied in English for Speakers of Other Languages modules 1, 2 and 3 should be continued, enabling the students to take as much responsibility for their own learning as possible.

The students are likely to have personal and/or vocational reasons for extending their knowledge and experience of the target language and these will be important in the negotiation of content for the programme of work. This should involve evaluation of the particular needs of the student and will in turn influence the direction of the module.

Grammar points and vocabulary will be taught for use or explored as they occur in texts. Tutors should be careful to provide access to language and vocabulary for the students' particular interests.

Integration of the skills acquired during the course of study should occur repeatedly.

Assessment should be ongoing, an integral part of the learning process and should reflect realistic situations. This may mean that listening and reading materials may be heard/read only once for the purposes of summative assessment. The tutor should ensure that the student has been allowed sufficient practice in appropriate skills prior to undertaking summative assessment exercises. Records of assessment will be kept. If the Performance Criteria are not met, a further and different assessment task can be attempted when the appropriate progress has been made. This process can be repeated as necessary.

Individual projects, pair work, group activities are all elements of this module. While the particular needs of each student should be accommodated, a wide range of language skills must be developed.

Outcome 1

The student should be able to converse at length and in depth, on a range of topics in a social, professional or vocational context. These topics may be topical, controversial or of general interest. The degree of formality and the subjects being discussed should reflect the needs of the student and the other participant.

Outcome 2

The strategies required in a small group discussion demand confident and comprehensive use of the target language. The students should be exposed to unpredictable situations. Discussions outwith the classroom should be encouraged. These could be assessed by another tutor.

Outcome 3

While students will have influence over the materials chosen, the tutor should ensure that a wide range of text types is studied. These texts should include many styles of language and methods of presentation.

Outcome 4

Tasks undertaken for the achievement of Outcome 4 may be linked with activities for other Outcomes. The student may also produce discrete written materials relevant to personal and vocational needs such as correspondence, reports, presentations etc.