

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 7348151 -Session- 1991-92
-Superclass- FK

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

-DESCRIPTION-

Purpose This module is the fifth and last of a graded series of modules designed to develop the student's ability to communicate in English at a high level. Particular emphasis will be placed on higher order skills. The module will help the student to communicate confidently both orally and in writing in a wide range of situations; vocational, academic and personal. It will also develop extensive reading skills essential for work and study.

The module is designed to follow on from English for Speakers of Other Languages 4 and to serve as an entry to employment, further academic study or vocational training.

Preferred Entry Level 7348141 English for Speakers of Other Languages
4 (x 2)

Outcomes The student should:

1. communicate in depth with another person for a specific purpose;
2. give a talk;
3. understand a variety of types of complex written and spoken material;
4. read extended written material;
5. produce well-structured discursive 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 COMMUNICATE IN DEPTH WITH ANOTHER PERSON FOR A SPECIFIC PURPOSE

- PCs
- (a) Pronunciation is clear and intonation patterns are appropriate to purpose.
 - (b) Range of vocabulary and use of language are appropriate to purpose.
 - (c) There are only a few grammatical/lexical inaccuracies.
 - (d) There is evidence of initiation and control within the communication.
 - (e) Responses and reactions to the other individual assist the flow of communication.
 - (f) Contributions are effective to purpose.

IA Aural/Oral

The student will be involved in two conversations on two different topics with different people.

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

OUTCOME 2 GIVE A TALK

- PCs
- (a) Speech is audible
 - (b) Pronunciation is clear and intonation patterns are appropriate to purpose.
 - (c) Content is ordered and relevant to purpose.
 - (d) Vocabulary, style and pace are appropriate to purpose.
 - (e) There are only a few grammatical/lexical inaccuracies.

IA Aural/Oral

The student will be required to give one talk lasting no less than five minutes. The talk will not be read but can be supported by brief notes.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 3 UNDERSTAND A VARIETY OF TYPES OF COMPLEX WRITTEN AND SPOKEN MATERIAL

- PCs
- (a) Identification of purpose and style is correct.
 - (b) Identification of key points is correct.
 - (c) Identification of relevant supporting detail is correct.
 - (d) Identification of inferred information 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 8-10 Short Answer questions. The questions should be designed to ensure coverage of all the Performance Criteria.

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

OUTCOME 4 READ EXTENDED WRITTEN MATERIAL

- PCs
- (a) Outline of key points is accurate.
 - (b) Reading speed is of 200 words per minute or more.

IA Restricted Response

The student will be required to read two passages of a minimum of 5000 words and outline orally or in writing the key points.

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

OUTCOME 5 PRODUCE WELL-STRUCTURED DISCURSIVE MATERIAL

PCs

- (a) Ideas are relevant to purpose.
- (b) Ideas are expressed clearly.
- (c) Evidence is provided in support of ideas.
- (d) Style and layout are appropriate to purpose.
- (e) Use of a wide range of language appropriate to context is evident.
- (f) Grammar, spelling and punctuation contain few inaccuracies.

IA Extended Response

The student will produce two items of written communication each covering a different purpose. Length will be between 400 and 500 words.

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 1-5:

1. Communicating in depth with another person for a specific purpose could include:

giving and extracting information
exchanging more detailed information
explaining
negotiating
planning
drawing conclusions
reaching conclusions
expressing feelings and opinions
justifying and defending
reporting
describing
comparing
contrasting
agreeing/disagreeing
giving reasons
expressing and developing ideas
explaining
elaborating
refuting
initiating
expressing degrees of doubt and certainty
deferring
seeking confirmation

summarising
presenting ideas
projecting
criticising
emphasising

2. Giving a talk could include:

introducing
presenting
describing
narrating
explaining
arguing
persuading
expressing feelings and opinions
justifying
comparing
contrasting
conveying information
concluding
exemplifying
reformulating

3. Understanding a variety of complex written and spoken material could include:

journalistic material
excerpts from T.V. and radio programmes
newspaper/magazine articles
extracts from 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. Reading extended written material could include:

journalistic material
literature including poetry and plays
educational material
research findings
reference books

5. Producing well-structured discursive material could include:

letters
reports
writing up projects
essays/articles
speeches
evaluations of books, films, etc.

SUGGESTED LEARNING AND TEACHING APPROACHES

As in previous modules, students should be encouraged to take as much responsibility for their own learning as possible. The tutor and student should again work together to draw up a suitable programme of study. At this level of English, the student will be focussing as much on his/her broader goals as on the linguistic goals represented in the Outcomes. The vocational, educational and employment aims of the students will form a strong focus for the content of the course. Tasks will be purposeful and taken from relevant contexts. Through such tasks students will not only work towards achieving the Outcomes, but also towards acquiring the skills, vocabulary and good practices which they will need in their chosen field.

In Outcome 1 students will need to cover topics extending beyond their own interests, as they communicate for specific purposes. In the context of work or study they may need to pursue ideas with colleagues, to probe for information, to convey intentions. A wide range of vocabulary will be necessary and this will include technical or other specific vocabulary where appropriate.

The purpose of Outcome 2 is to promote confidence in organising and presenting ideas. In the work place or in study students are likely to need to make presentations and they should have the skills as well as the language to do themselves justice. It should, however, be the language skills which are assessed. Initially students may practise this Outcome in the familiar and supportive atmosphere of the language classroom but they should gradually be encouraged to practise speaking in less familiar settings and to larger groups.

In Outcome 3 a high level of understanding of complex materials is required. Students now have to be able to identify different styles and to infer information. As well as a precise understanding of the overt, students will develop some awareness of the implied. They will be greatly assisted in this if they are working within a clear and relevant context and have a realistic purpose.

Outcome 4 aims to develop extensive reading at a reasonable speed. At this level the student may need to read quite widely for work or study. There is a tendency to concentrate solely on slow detailed reading skills in the second language and the student then risks becoming inflexible in their reading patterns in English. It is important to develop an awareness of different reading purposes and then practise appropriate faster reading techniques with a variety of texts. Students could keep a record of their reading speed over a series of texts of known length. Techniques such as finger pointing, avoidance of back tracking, initial skimming and other recognised speed reading techniques could be introduced in the classroom. Use of a library should be fostered.

Outcome 5 should be a practical Outcome in which the students communicate their ideas on paper for a genuine purpose. The form the writing takes will be dictated by the purpose. This, in turn, will almost certainly arise out of some activity in one or more of the other skills.

This type of integration of the skills in the course of study should occur repeatedly. In Outcome 1 discussion could arise from a text or a video (03). In Outcome 2 a student could prepare a talk by prior reading and note taking (04). In Outcome 4 reading might be a preliminary to a written report (05).

From these examples it is evident that a student can achieve Outcomes outwith the English class during the course of other studies or in a work setting. This is to be encouraged.

Materials should also be selected from the students' realm of experience, as indicated in the Content/Context section of this module. Reading passages can be taken from text books, from employment literature, from technical manuals, whichever is most relevant to the students' other learning requirements. Similarly listening materials can come from lectures, work videos, job interviews, presentations which by their nature allow for only one listening.

Throughout the module the students should be encouraged to take an active role in deciding the content and organisation of the programme of work. This will help them relate their language learning to other areas of their life. Not all students will progress at the same speed and the class should be organised to allow for this. Students will work singly, in pairs or in small groups to provide as much flexibility as possible.

In this Module a high level of accuracy is demanded and students will need to check for errors themselves. They should use reference grammars and dictionaries. An extensive vocabulary is also needed. An English/English dictionary will help develop this and at the same time will encourage correct usage.

Assessment will be ongoing throughout the programme of work and will be agreed between the tutor and the student. Records 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.

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