

National Unit Specification: general information

UNIT English for Speakers of Other Languages: English Language Study (Intermediate 2)

NUMBER DA9E 11

COURSE

SUMMARY

This unit aims to develop candidates' English at an intermediate level in order to communicate effectively with others. The language development will occur in such a way as to make candidates familiar with a variety of relevant situations and confident in using their English in these situations. On completion of this unit, candidates will be able to understand spoken and written communication, communicate effectively on familiar topics and produce a short piece of writing.

OUTCOMES

- 1 Communicate effectively on a familiar topic.
- 2 Demonstrate understanding of spoken communication.
- 3 Demonstrate understanding of written communication.
- 4 Produce a piece of writing on a familiar topic.

RECOMMENDED ENTRY

Candidates will be bilingual and speak English as an additional language. While entry to the course is at the discretion of the centre, candidates will normally be expected to have attained one of the following:

- Intermediate 1 in English for Speakers of Other Languages (ESOL) or its component units
- University of Cambridge PET
- IELTS 4.0 – 4.5
- an equivalent qualification

Administrative Information

Superclass: FK

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Careful consideration should be given to whether an English for Speakers of Other Languages (ESOL) or English and Communication qualification is most appropriate for the candidate.

CREDIT VALUE

1 credit at Intermediate 2 (6 SCOTCAT points*) at SCQF level 5.

**SCOTCAT points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

It is unlikely that attainment of this unit would lead to the automatic award of a particular core skill.

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, publication code BA0906).

National Unit Specification: statement of standards

UNIT English for Speakers of Other Languages: English Language
Study (Intermediate 2)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Communicate effectively on a familiar topic.

Performance criteria

- a) Initiates and maintains the interaction with only minor prompting.
- b) Contributes and responds in a way which supports the interaction.
- c) Uses language with a level of clarity and accuracy that rarely impedes communication.
- d) Uses vocabulary and has a command of language sufficient to allow some flexibility of expression.
- e) Responds appropriately to requests for clarification, when and if required.

Evidence requirements

One conversation on a familiar topic, that demonstrates that the candidate has fulfilled all the performance criteria. Interactions should be face-to-face, of no more than three minute's duration and can be selected from:

- simulation or role play
- conversation with a teacher, lecturer or another person
- classroom interaction between candidates

Use of a dictionary is not permitted.

The conversation should be recorded on an audio cassette for the purposes of internal and external moderation.

OUTCOME 2

Demonstrate understanding of spoken communication.

Performance criteria

- a) Demonstrates understanding of the main purpose of a text.
- b) Identifies the main points and relevant supporting detail in the text correctly.
- c) Identifies the difference between fact and clearly expressed opinion.

Evidence requirements

Two accessible related listening texts, on a familiar topic, with an emphasis on examining the texts rather than just getting information from them. Comprehension will be conveyed through written English, demonstrating that the candidate has fulfilled the performance criteria.

National Unit Specification: statement of standards (cont)

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The listening texts will be variable depending on topic and type, but should be based on authentic use. The text should be no more than three minutes in duration and heard twice by candidates.

A variety of question types, chosen from the following, will be used.

- completion of key visuals eg diagrams, tables, charts
- multiple choice
- true/false
- short-answer questions
- note-taking and writing short summaries

Use of a dictionary is not permitted.

OUTCOME 3

Demonstrate understanding of written communication.

Performance criteria

- a) Demonstrates understanding of the main purpose of a text.
- b) Identifies the main points and relevant supporting detail in a text correctly.
- c) Recognises the difference between fact and clearly expressed opinion.

Evidence requirements

Two accessible related reading texts, on a familiar topic, with an emphasis on examining the texts rather than just getting information from them. Comprehension will be conveyed through written English, demonstrating that the candidate has fulfilled the performance criteria.

The reading texts will be variable depending on topic and type, but should be based on authentic use. The total number of words in the two texts should be between 250 and 300 words.

A variety of question types, chosen from the following, will be used:

- completion of key visuals eg diagrams, tables, charts
- multiple choice
- true/false
- short-answer questions
- note-taking and writing short summaries

Use of a bilingual or English-to-English dictionary is permitted.

National Unit Specification: statement of standards (cont)

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OUTCOME 4

Produce a piece of writing on a familiar topic.

Performance criteria

- a) Uses conventions of layout appropriately.
- b) Demonstrates that structure and content are appropriate to purpose and audience.
- c) Uses language in a way that allows some flexibility of expression.
- d) Conveys meaning on a first reading despite errors in grammar, spelling and punctuation.

Evidence requirements

One piece of writing of 150-200 words in response to a clear task, demonstrating that the candidate has fulfilled the performance criteria.

The writing will be supported and produced under controlled conditions as described in guidance on approaches to assessment. The first draft and any necessary redraft will each be produced within one teaching block/period. (60 minutes).

Use of a bilingual or English-to-English dictionary is permitted.

Both the original draft, including any lecturer or teacher comments, and final version must be retained by the centre.

National Unit Specification: support notes

UNIT English for Speakers of Other Languages: English Language Study (Intermediate 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The purpose of this unit is to give candidates confidence in using English at an intermediate level to further develop their use of English in speaking, listening, reading and writing. Candidates could be either young people joining the Scottish secondary school system or adult learners with some previous knowledge of spoken and written English. Where relevant, teachers and lecturers should ensure that the content relates to the demands on candidates and their interactions in both specialist English for Speakers of Other Languages (ESOL) provision and in mainstream classes where relevant.

Note on coverage of topics

The prescribed topics for this unit are:

- personal identification
- house, home and environment
- daily life
- free time and entertainment
- health
- weather
- travel
- places
- work
- education

At this level, some flexibility in the use of language in each topic is expected. Although all listed topics will be covered in the teaching of the unit, candidates are not expected to demonstrate competence in each topic area. The evidence requirements set out how evidence of competence is to be generated, and evidence may only be required in three or four topics.

Ideally, the emphasis placed and time spent on each of these topics will be defined by the candidates' own priorities.

Listed under each topic are examples of what could be expected of candidates within that topic area. At this level, a working knowledge of the linguistic exponents of each would be expected.

Personal identification

- give all relevant personal information
- talk about which school or college they attend and which course or class they are in
- describe their family in some detail
- state likes, dislikes and preferences in relation to personal information where relevant
- obtain similar detailed information from others
- understand and complete forms with some assistance

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English Language Study (Intermediate 2)

House, home and environment

- describe in some detail the type of accommodation they live in and the rooms in it
- describe flat or house contents
- describe services and amenities in the local area and state likes/dislikes and preferences in relation to these
- provide similar detailed information about places they have lived before
- obtain similar detailed information from others
- understand advertisements for accommodation, local services and amenities
- understand short articles and reports
- understand short formal letters
- write advertisements and notices
- write short formal letters

Daily life

- describe and compare daily routines at home
- describe and compare daily routines at school/college/work as appropriate
- write notes and letters
- invite and respond to invitations face-to-face on the telephone and in writing
- explain and understand domestic arrangements
- exchange information and opinions on personal and social themes

Free time, sport and entertainment

- talk about what they like to do
- talk about what they currently do in terms of frequency and cost if relevant
- talk about what they would like to do
- make enquiries about opening times and cost face-to-face and on the telephone
- make and confirm bookings and arrangements face-to-face and on the telephone
- understand written information eg signs, notices, instructions and leaflets
- understand short articles and reviews
- complete application and booking forms with assistance where necessary

Health

- talk about how they are eg well, ill, tired, hungry etc
- obtain similar information from others
- make and confirm appointments face-to-face and on the telephone
- say what is wrong and understand clearly expressed spoken instructions
- obtain medication from a pharmacist
- understand signs, notices and instructions
- understand short articles and other printed information
- complete medical forms with assistance where necessary

Weather

- exchange information and views on climate and weather conditions
- read simple weather charts

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English Language Study (Intermediate 2)

Travel

- exchange information about journeys eg time, cost and comfort
- make enquires about cost, times and duration of journeys
- make bookings and pay for tickets
- make enquiries about location of platforms, gates etc
- read signs, notices and timetables
- read information about travel
- complete booking forms with assistance where necessary
- write a postcard
- write short descriptions of journeys
- write a short formal letter of complaint

Places

- exchange information about places they have lived or visited
- ask for and provide directions
- read signs, notices and maps
- read descriptive information about places of interest
- write short descriptions of places of interest

Work

- talk about what work they have done, are doing or would like to do
- obtain similar information from others

Education

- talk about previous education and what they are currently doing
- talk about what their plans are for the future
- obtain similar information from others

Although it is recommended that candidates at this level are taught in intermediate level courses this may not always be possible to achieve. To assist teachers or lecturers delivering this unit in a multilevel or language support situation, the content can be linked to topics in Intermediate 1 and Higher.

Where the unit is being undertaken in school, teachers should focus on aspects of the school curriculum and candidates' interactions with subject teachers and other relevant people in the school.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The approach to learning and teaching should reflect the principles of the communicative approach. Learning should be practical, skills based and relevant to the candidates and their roles in the English speaking environment in which they live. Opportunities should be provided to use language in real situations for real purposes and activities should provide links to the educational institution and outside world.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English Language
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The course materials used in the classroom need to reflect the outside world in which candidates are operating. In schools, materials used should provide access to and support the work in the mainstream curriculum. A wide variety of methods should be employed to maximise opportunities for practice of language. The learner should be encouraged to communicate readily with others, even if adventurous use of the language leads to inaccuracies.

This unit builds on good practice by encouraging an integrated approach to the development of the four skills. Progression from previous levels will be in terms of the candidate's ability to use language in increasingly more sophisticated ways, in a greater variety of situations. The range and increasing accuracy of the language produced will also reflect this progression.

Listening

Candidates should be exposed to a wide range of different voices, both live and recorded and should be encouraged to listen for gist and specific information and to analyse spoken language for attitude and opinion. They should become aware of the different facets of spoken English and focus on developing the accuracy of their listening skills. Exposure to local accents is important.

They should be given plenty of opportunity to apply their listening skills to a variety of tasks.

Speaking

The aim is for learners to develop the ability and confidence to engage in face-to-face interaction, including being able to take the initiative, maintain a conversation and deal easily with changes in topic. Analysing spoken English, with an increasing focus on accuracy and features of the language, will allow them to develop appropriate skills at this level.

Opportunities for practice of language should be maximised through pair and groupwork in the classroom, and learners encouraged to take part in a wide variety of activities, which involve interacting with speakers of English, outside the classroom.

Reading

Candidates should, from an early stage, use two main types of text; written texts illustrating the language they have heard and are using and a wide range of authentic texts that they will be dealing with in everyday life. In schools, this would include working with texts they are likely to meet in other subjects. At this level candidates should be encouraged to begin to analyse texts in terms of purpose, style and intended audiences. They should also begin to develop skills in note-taking from a text and summarising information.

Readers may also be used to reinforce language learnt and candidates equipped with the necessary information to make use of school, college or local libraries. Learning to use a dictionary and other reference materials is of paramount importance.

Writing

Writing activities undertaken by the candidates at this stage should be varied and integrated into the work done in other skills. The aim in this unit is to develop candidates writing skills and increase their confidence in writing. Candidates should become familiar with the different ways in which they are asked to provide written information in English with a focus on improving the accuracy of their work. Feedback from the teacher, correction of texts and redrafting will form an essential part of this process.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English Language Study (Intermediate 2)

In both Access 3 and Intermediate 1 a list of functions is provided for teachers and lecturers to use as a checklist. However at Intermediate 2 and Higher, such a detailed checklist was deemed to be too lengthy for inclusion in the support notes. Should teachers and lecturers wish to consult such a list, this can be found in English for Speakers of Other Languages (ESOL) text books, Threshold and *Vantage* levels of the Council of Europe publications.

In addition to the prescribed themes and topics, lecturers and teachers may wish to use as a checklist for your programme of work for this unit the following activities and text types.

Activities

- intonation and pronunciation practice
- class, group and pair practice of target language
- one-to-one and group discussions
- reading and practising dialogues
- play-reading
- conversations with candidates and others
- interactions with others in the educational establishments
- recording and analysing interactions
- analysing written and spoken language for purpose attitude and opinion
- information gap exercises
- role playing exercises
- authentic interactions
- listening and reading comprehension in a variety of formats
- identifying the purpose of written or spoken information
- matching written or spoken information to illustrations and to other texts
- extracting information and comparing with another candidate or answer key
- extracting information from tables, graphs, diagrams and grids
- dictation
- correcting errors in texts individually and in pairs and groups
- writing and redrafting short descriptive and narrative texts individually and in pairs and groups
- writing and redrafting short simple notes, notices and letters individually and in pairs and groups
- maintaining a vocabulary notebook
- using a range of CALL materials

Text types

- spoken and written information, instructions and descriptions from the teacher and others
- forms, leaflets, signs, maps, notices, posters and advertisements
- articles, reviews and reports
- newspapers and magazines
- information in diagrams, tables, charts and grids
- notes, postcards and informal and formal letters
- text books, learning packs and worksheets used in other subjects
- published text books, audio and video material for intermediate learners of English
- readers
- extracts from TV and radio
- computerised material as appropriate

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English Language Study (Intermediate 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates will be required to provide evidence of achievement of each of the four outcomes. Teachers and lecturers are required to have records of achievement and it is recommended that candidates either hold their own records of achievement or have access to those held by the teacher or lecturer.

Teachers and lecturers may select instruments of assessment which they consider will provide valid, reliable and practicable assessment of the candidate's work or draw on the materials provided by the SQA.

Gathering evidence of achievement in the classroom should reflect the real life situations which candidates encounter. Where there are opportunities to gather evidence out with the classroom from real life situations, appropriate assessment tasks should be identified. If the candidate is studying in school or college, assessments should be integrated into other courses.

Candidates should receive information about the unit and time should be made available for them to familiarise themselves with this and clarify it with the teacher or lecturer.

Assessment should be integrated into the learning process and candidates assessed when the teacher or lecturer deems them ready. Where candidates are undertaking other Intermediate 2 ESOL units, it is not necessary to assess on a unit by unit basis but rather at points during the programme which are appropriate and correspond to the candidate's readiness for assessment.

Outcome 1 Communicate effectively on a familiar topic

Candidates will be required to have a short conversation on a relevant subject or subjects chosen from the prescribed topics for this unit. The aim of this task is to develop the candidate's ability to interact meaningfully with other people in oral communication and therefore, candidates' conversations should be as natural as possible and reflect real life situations that the candidates may encounter in school or college or in the wider world. Ample practice for this particular assessment task should be provided through the regular pair and groupwork undertaken in class or with the candidate in a language support setting.

Reasonable time for preparation for speaking assessment should be given, but the candidate should not attempt to learn their part of the conversation and should undertake the assessment without notes. Candidates should be encouraged to seek clarification of the task, if necessary, before they are assessed.

Use of a dictionary is not permitted.

Candidates will need to familiarise themselves with the tape recorder to provide evidence for both internal and external moderation.

Outcome 2 Demonstrate understanding of spoken communication

The spoken texts should be short conversations or discussions, using the language exponents as listed under the topics earlier in this section. The use of spoken information should reflect the text types and tasks that candidates are likely to encounter across the curriculum and in the wider world.

National Unit Specification: support notes (cont)

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Candidates will be expected to demonstrate understanding of the main points, relevant supporting detail and clearly expressed opinions contained within the text by undertaking tasks selected from the following:

- completion of key visuals eg diagrams, tables, charts
- multiple choice
- true/false
- short-answer questions
- note-taking and writing short summaries

Where short-answer questions are used candidates should be encouraged to give brief answers. Although there are not time restrictions, the task should be carried out in a reasonable time and during one period or class (60 minutes). The listening text can be heard twice.

Use of a dictionary is not permitted.

Candidates should be encouraged to seek clarification of the task, if necessary, before they are assessed.

Outcome 3 Demonstrate understanding of written communication

The sources for texts may include personal correspondence, advertisements, leaflets, newsletters, short articles from newspapers and magazines and extracts from text books for other subjects. Candidates will be expected to demonstrate understanding of the main points, relevant supporting detail and clearly expressed opinions contained within the text by undertaking tasks selected from the following:

- completion of key visuals eg diagrams, tables, charts
- multiple choice
- true/false
- short-answer questions
- note-taking and writing short summaries

Where short-answer questions are used candidates should be encouraged to give brief answers and not lift large pieces of the text. Although there are no time restrictions, the task should be carried out in a reasonable time and during one period or class (60 minutes). A glossary of terms likely to prove difficult may be provided at the end of the text.

Bilingual or English-to-English dictionaries should be available at all times and candidates encouraged to make use of them.

The use of written information should reflect the text types and tasks candidates are likely to encounter across the curriculum and in the wider world. Care should be taken not to select texts which are culturally loaded.

Outcome 4 Produce a short piece of writing on a familiar topic

The candidate will be provided with clear guidance in the assessment task as to what is expected of them and what format. Tasks should be authentic and have a clear purpose eg writing for a candidate magazine or display and could include letters and narrative or descriptive pieces.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English Language Study (Intermediate 2)

The candidate will have the opportunity to redraft written work.

Bilingual or English-to-English dictionaries should be available at all times and candidates encouraged to make use of them.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).