



National Unit specification: general information

Unit title: ESOL Speaking for Employability (SCQF level 5)

Unit code: H1XE 11

Superclass: FK

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Summary

This Unit is designed for candidates whose first language is not English but who need to develop their ability to use English in a range of personal/social, transactional and work-related contexts. While studying this Unit candidates will develop their competence in the skill of speaking. Candidates undertaking this Unit will already have a command of straightforward spoken English.

The Unit is part of the National Certificate in ESOL for Employability at SCQF level 5 and may also be taken as a free-standing Unit.

Outcomes

- 1 Speak in detailed English on matters of personal or social interest.
- 2 Speak in detailed English in a transactional context.
- 3 Speak in detailed English in a work-related context.

Recommended entry

While entry is at the discretion of the centre, candidates would normally be expected to have attained one or more ESOL Units at SCQF level 4 or equivalent.

OR

Successfully completed a valid diagnostic test at the appropriate level.

General information (cont)

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Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5*)

**SCQF credit 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 SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Level 1 to Doctorates.*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

National Unit specification: statement of standards

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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 SQA.

Outcome 1

Speak in detailed English on matters of personal or social interest.

Performance Criteria

- (a) Use detailed structures and vocabulary appropriate to purpose and audience.
- (b) Use pronunciation which is sufficiently accurate to convey meaning.
- (c) Communicate sufficiently fluently and coherently to convey meaning.
- (d) Maintain interaction appropriate to purpose, using some appropriate cohesive devices.
- (e) Give reasons in support of points made.

Outcome 2

Speak in detailed English in a transactional context.

Performance Criteria

- (a) Use detailed structures and vocabulary appropriate to purpose and audience.
- (b) Use pronunciation which is sufficiently accurate to convey meaning.
- (c) Communicate sufficiently fluently and coherently to convey meaning.
- (d) Maintain interaction appropriate to purpose, using some appropriate cohesive devices.
- (e) Give reasons in support of points made.

Outcome 3

Speak in detailed English in a work-related context.

Performance Criteria

- (a) Use detailed structures and vocabulary appropriate to purpose and audience.
- (b) Use pronunciation which is sufficiently accurate to convey meaning.
- (c) Communicate sufficiently fluently and coherently to convey meaning.
- (d) Maintain interaction appropriate to purpose, using some appropriate cohesive devices.
- (e) Give reasons in support of points made.

National Unit specification: statement of standards (cont)

Unit title: ESOL Speaking for Employability (SCQF level 5)

Evidence Requirements for this Unit

Written and oral evidence is required for each candidate to demonstrate that they have achieved all Outcomes and Performance Criteria. Sample oral recorded evidence is required to demonstrate that candidates have met the national standard. Any candidate notes which are relevant should accompany the evidence.

Candidate evidence for all Outcomes will be generated under supervised conditions with time constraints.

Outcome 1

In one detailed spoken interaction on matters of personal or social interest the candidate must demonstrate the following:

- ◆ detailed structures and vocabulary which are appropriate to purpose and audience
- ◆ pronunciation which is sufficiently accurate to convey meaning
- ◆ communication which is sufficiently fluent and coherent to convey meaning
- ◆ interaction which is maintained as appropriate to purpose, with some use of appropriate cohesive devices
- ◆ at least one reason given in support of each main point made

Outcome 2

In one detailed spoken interaction in a transactional context the candidate must demonstrate the following:

- ◆ detailed structures and vocabulary which are appropriate to purpose and audience
- ◆ pronunciation which is sufficiently accurate to convey meaning
- ◆ communication which is sufficiently fluent and coherent to convey meaning
- ◆ interaction which is maintained as appropriate to purpose, with some use of appropriate cohesive devices
- ◆ at least one reason given in support of each main point made

Outcome 3

In one detailed spoken interaction in a work related context the candidate must demonstrate the following:

- ◆ detailed structures and vocabulary which are appropriate to purpose and audience
- ◆ pronunciation which is sufficiently accurate to convey meaning
- ◆ communication which is sufficiently fluent and coherent to convey meaning
- ◆ interaction which is maintained as appropriate to purpose, with some use of appropriate cohesive devices
- ◆ at least one reason given in support of each main point made

National Unit specification: support notes

Unit title: ESOL Speaking for Employability (SCQF level 5)

Guidance on the content and context for this Unit

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.

The purpose of this Unit is to help candidates develop their speaking skills in English for personal/social, transactional and work-related purposes. Candidates undertaking this Unit will already have achieved SCQF level 4 ESOL or equivalent.

This Unit is a core part of the National Certificate in ESOL for Employability at SCQF level 5. It can be delivered as an integral part of a school curriculum, in further education colleges, community-based provision or in a language support context. While in certain centres there may be reasons to deliver *ESOL Speaking for employability* SCQF level 5 as a stand-alone Unit, it is generally expected that centres to offer this together with *ESOL Reading for Employability*, *ESOL Writing for Employability* and *ESOL Listening for Employability* as a package, integrating the preparation and practice for these in course work.

There may be opportunities for integration of assessment within *ESOL Speaking for Employability* SCQF level 5. Also, this Unit may be taught alongside *ESOL: Living in Scotland* and *Preparing for Work* (F57F 11) and there may be opportunities for integration of assessment evidence between Units.

The following are suggested contexts for study:

- ◆ personal identity
- ◆ social and physical environment
- ◆ free time and leisure
- ◆ goods and services
- ◆ health
- ◆ travel
- ◆ work
- ◆ job searches and career advice
- ◆ job interviews

Topics which may be studied within each context can be found in the *Guidance on Learning and Teaching Approaches* for this Unit.

National Unit Specification: support notes (cont)

Unit title: ESOL Speaking for Employability (SCQF level 5)

Guidance on learning and teaching approaches for this Unit

The approach to learning and teaching should be candidate-centred and focus on developing candidates' abilities to speak English in personal/social, transactional and work-related contexts. Candidates should be encouraged to take personal responsibility for developing their awareness of the language and their ability to use it.

The learning and teaching materials used in the classroom should be relevant to candidates' lives. Candidates should be given maximum opportunity to practise and demonstrate their speaking skills.

Although suggested topics may be covered in the teaching of this Unit, candidates are not expected to demonstrate competence in each. Lessons should consolidate and extend candidates' knowledge of grammar, expand their vocabulary and build their confidence when using the language.

Listed below, under each heading, are suggested examples of what candidates could be expected to speak about:

Personal/social

(**NB:** Teachers should be sensitive to the personal circumstances of all candidates, eg those with difficult family situations.)

- ◆ family
- ◆ home country: culture, people, places, etc
- ◆ current/future employment or education
- ◆ comparisons of jobs or courses, stating preferences
- ◆ past habits and experiences
- ◆ wishes/hopes for the future
- ◆ plans and ambitions
- ◆ social events/occasions
- ◆ daily life
- ◆ physical environment: Local area/places of interest/own accommodation
- ◆ leisure and hobbies
- ◆ living in Scotland/different countries

Transactional

Goods and Services:

- ◆ enquiring about and booking services, eg repairs in the home
- ◆ complaining about late deliveries, faulty goods or poor service

Health:

- ◆ reporting accidents and emergencies
- ◆ explaining health problems to a professional, eg GP or nurse

National Unit Specification: support notes (cont)

Unit title: ESOL Speaking for Employability (SCQF level 5)

Travel:

- ◆ making bookings
- ◆ providing directions
- ◆ asking for travel information
- ◆ asking for information about places of interest

Work-Related:

- ◆ job searches and career advice
- ◆ job interviews
- ◆ workplace routines and ethos

Speaking activities should be varied and integrated into the work completed in the other skills Units and, where relevant, into other Units in the National Certificate in ESOL for Employability at SCQF level 5. They should relate to the speaking tasks a candidate might be expected to undertake in personal/social, transactional and work-related contexts. Feedback from the teacher/lecturer, error correction and self-reflection will form an essential part of this process.

The table below outlines examples of communication and activities that can be used in class to prepare candidates for assessment:

Examples of Communication	Preparation Activities
<ul style="list-style-type: none"> ◆ one-to-one conversations in personal and social contexts ◆ presentations ◆ role plays of conversations which might take place in a variety of personal and social contexts ◆ role plays for transactional contexts, including telephone calls ◆ role plays relating to organisation of events ◆ paired or group discussions ◆ interviews ◆ career discussions 	<ul style="list-style-type: none"> ◆ class, group and paired practice ◆ practice Presentations ◆ listening for pronunciation practice ◆ reading and practising dialogues ◆ role-play exercises ◆ listening to recordings of candidates' dialogues and role plays ◆ information gaps activities ◆ authentic interaction/real life conversations ◆ games and quizzes <p>In addition use may be made of the following resources:</p> <ul style="list-style-type: none"> ◆ published audio and video material for learners of English ◆ short extracts from television and radio programmes

National Unit Specification: support notes (cont)

Unit title: ESOL Speaking for Employability (SCQF level 5)

Checklist

The Grids which follow are not prescriptive and may be used to check that the necessary skills have been covered in preparation of assessment.

Functions

There is progression in terms of the functions across the levels but it should be noted that the main progression comes from the exponents used (ie what is actually said) in an interaction rather than the functions themselves.

Example:

Asking for help is a function that appears in all levels but examples of exponents at level 3–5 could be as follows:

SCQF level 3: Please phone me as soon as possible.

SCQF level 4: Could you phone me as soon as possible?

SCQF level 5: It would be best if you could phone me as soon as possible.

National Unit Specification: support notes (cont)

Unit title: ESOL Speaking for Employability (SCQF level 5)

Functions Grid

Level 3	Level 4	Level 5
<ul style="list-style-type: none"> ◆ asking for and giving information ◆ describing routines ◆ describing frequency and duration ◆ expressing likes and dislikes ◆ inviting and responding to an invitation ◆ accepting and refusing ◆ thanking ◆ requesting and offering ◆ asking permission ◆ asking for/ giving simple instructions ◆ making arrangements/ appointments ◆ making and accepting an apology ◆ expressing gratitude ◆ inviting someone to do something and responding to an invitation ◆ describing ◆ expressing intention ◆ asking for something to be written down ◆ asking for clarification ◆ describing past experiences ◆ suggesting ◆ giving directions 	<ul style="list-style-type: none"> ◆ asking for and giving information ◆ asking for help ◆ describing routines ◆ describing frequency and duration ◆ expressing likes and dislikes ◆ inviting and responding to an invitation ◆ accepting and refusing ◆ requesting and offering ◆ asking permission ◆ asking for/giving simple instructions ◆ making arrangements/ appointments ◆ making and accepting an apology ◆ expressing and acknowledging gratitude ◆ inviting someone to do something and responding to an invitation ◆ describing ◆ expressing intention ◆ asking for clarification ◆ describing past experiences ◆ suggesting ◆ asking for and giving directions ◆ asking for confirmation ◆ expressing and asking about wishes or preferences ◆ expressing interest and lack of interest ◆ explaining a problem ◆ expressing opinion ◆ expressing agreement and disagreement 	<ul style="list-style-type: none"> ◆ asking for and giving information ◆ asking for help ◆ describing routines ◆ describing frequency and duration ◆ expressing likes and dislikes ◆ inviting and responding to an invitation ◆ accepting and refusing ◆ thanking ◆ requesting and offering ◆ asking permission ◆ asking for/giving simple instructions ◆ making arrangements/ appointments ◆ making and accepting an apology ◆ expressing and acknowledging gratitude ◆ inviting someone to do something and responding to an invitation ◆ describing ◆ expressing intention ◆ asking for clarification ◆ describing past experiences ◆ suggesting ◆ asking for and giving directions ◆ asking for confirmation ◆ expressing and asking about wishes or preferences ◆ expressing interest and lack of interest ◆ explaining a problem ◆ expressing opinion ◆ expressing agreement and disagreement ◆ expressing regrets ◆ politely complaining/ expressing dissatisfaction

National Unit Specification: support notes (cont)

Unit title: ESOL Speaking for Employability (SCQF level 5)

Grammar Grid

Level 3	Level 4	Level 5
<p>These suggestions build on structures, vocabulary and functions at lower levels</p> <ul style="list-style-type: none"> ◆ articles ◆ other determiners ◆ countable/uncountable nouns ◆ possessives ◆ prepositions of time and place ◆ present simple ◆ imperatives ◆ present continuous (inc. temporary situations and future plans) ◆ past simple and continuous ◆ past habit — used to ◆ present perfect ◆ time markers — for, since, ago ◆ will/ going to ◆ first conditional ◆ basic phrasal verbs e.g. fill in, pick up, look up, etc ◆ modals: can/could, would, must, should ◆ 'have to' for obligation ◆ comparative and superlative adjectives ◆ conjunctions: and, but, too, so, etc ◆ adverbs of manner, place and time ◆ basic collocations ◆ relative clauses 	<p>These suggestions build on structures, vocabulary and functions at lower levels</p> <ul style="list-style-type: none"> ◆ present simple and continuous ◆ past simple and continuous and used to ◆ present perfect simple and continuous ◆ the passive ◆ will/going to ◆ first and second conditional ◆ wish ◆ modal verbs ◆ Past modal should have done ◆ time markers — already, yet, just ◆ common phrasal verbs ◆ gerunds and infinitives ◆ comparative and superlative adjectives ◆ order of adjectives ◆ so/such ◆ short answers and reply questions ◆ question tags ◆ adverbs of degree and opinion ◆ conjunctions — also, although, however, unless, until, etc ◆ prepositions of time and place ◆ common collocations 	<p>These suggestions build on structures, vocabulary and functions at lower levels</p> <ul style="list-style-type: none"> ◆ past perfect simple and continuous ◆ more complex ways of expressing the future, e.g. present simple, future continuous, future perfect ◆ third and mixed conditionals ◆ past modals ◆ more phrasal verbs ◆ verb patterns ◆ used to and be/get used to ◆ defining versus non-defining relative clauses ◆ participle clauses ◆ causative verbs ◆ conjunctions: however, despite/in spite of, although

National Unit Specification: support notes (cont)

Unit title: ESOL Speaking for Employability (SCQF level 5)

Speaking Skills Grid

Level 3	Level 4	Level 5
<ul style="list-style-type: none"> ◆ developing use of features ◆ of spoken English, including clarity of individual sounds and features of connected speech ◆ use intonation to help make meaning understood ◆ turn taking ◆ use of simple hesitation devices and fillers ◆ use of simple repetition devices ◆ co-operative strategies, eg asking for help or repetition, use of mime and gesture ◆ developing use of self-correction techniques ◆ developing use of discourse markers for ordering and referencing 	<ul style="list-style-type: none"> ◆ use of features of spoken English, including clarity of individual sounds and features of connected speech ◆ near-effective use of intonation ◆ use of hesitation devices and fillers ◆ turn taking and interrupting ◆ rephrasing ◆ use of repetition devices ◆ co-operative strategies, eg asking for help or repetition, use of mime and gesture ◆ use of self-correction techniques ◆ summarising ◆ use of gambits, eg Really! Well I never! etc ◆ use of grammatical elision ◆ use of discourse markers, eg referencing, ordering, etc 	<ul style="list-style-type: none"> ◆ use of features of spoken English, including clarity of individual sounds and features of connected speech ◆ effective use of intonation to emphasise important points and emotions ◆ use of hesitation devices and fillers ◆ turn taking and interrupting politely ◆ rephrasing ◆ use of repetition devices ◆ co-operative strategies. eg asking for help or repetition, use of mime and gesture ◆ use of self-correction techniques ◆ summarising ◆ use of gambits, eg Really! Well I never! etc ◆ use of grammatical elision ◆ use of more complex discourse markers, eg referencing, ordering etc. ◆ adapts language and response to audience and/or other speakers' reactions ◆ logically orders information

By adopting the above learning and teaching approaches particularly through Outcome 3 and corresponding Evidence Requirements, the Unit should provide candidates with an opportunity to develop the following essential skills for life, learning and work:

Employability — through developing appropriate communication and literacy skills to a standard acceptable to industry, working on time limited tasks and the ability to work with others.

National Unit Specification: support notes (cont)

Unit title: ESOL Speaking for Employability (SCQF level 5)

Guidance on approaches to assessment for this Unit

There may be opportunities for integration of assessment within this Unit. A mock-job interview which encompasses personal information and transactional dialogue may fulfil all three Outcomes in the Unit. Also, this Unit may be taught alongside *ESOL: Living in Scotland* and *Preparing to Work* (F57F 11) and there is scope for integration of assessment evidence between Units. The *Preparing to Work* interview may provide evidence for up to three Outcomes in *ESOL Speaking*; alternatively, spoken evidence from *ESOL: Living in Scotland* may provide evidence for Outcome 1 or 2 of *ESOL: Speaking*.

Centres must make sure that all Unit assessment is carried out under the stated conditions.

If re-assessment is required, an alternative task should be selected and assessment should be carried out under these same conditions.

Speaking tasks should be integrated into classroom topics used within the course curriculum. Teachers/lecturers should select speaking tasks in reference to those topics covered in the curriculum.

The evidence required may be produced at different points throughout the Unit, or towards the end of the Unit when candidates' language skills are more developed.

In relation to each Outcome, the following guidance is given:

Candidates should be given a clear understanding of the suggested timing, conditions and nature of Unit assessment. Time should be made available for them to familiarise themselves with these and to clarify aspects with the teacher/lecturer.

Candidates should be made aware that conversations may be recorded as evidence.

Outcome 1 must be **one** of the following on a matter of personal or social interest:

- ◆ a presentation
- ◆ a paired discussion
- ◆ a group discussion

For presentations, the duration including questions and answers should be approximately six minutes.

For paired discussions, the length of the conversation should be approximately 6 minutes.

Outcome 2 must be a paired conversation in a transactional context.

The task will be an interaction between the candidate and **either** another candidate OR a teacher/lecturer/other competent speaker of English.

One spoken interaction of approximately 5 minutes is required.

Outcome 3 — The task should be an interaction between the candidate and **either** another candidate OR a teacher/lecturer/other competent speaker of English.

National Unit Specification: support notes (cont.)

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One spoken interaction of approximately 5 minutes is required.

Assessments should be recorded for Internal and/or External Verification purposes. An assessor checklist will support the tasks and provide evidence that they are the candidate's own work.

For group discussions, the number of candidates should be between three and five. The length of the conversation should be approximately eight minutes; due teacher discretion is encouraged. However, it is anticipated that most centres will assess speaking in pairs or groups of three.

At this level, when speaking, it can be expected that there will be:

- ◆ some inaccuracies in structures and vocabulary
- ◆ some repetition and hesitation
- ◆ some inaccurate use of conversation maintenance techniques

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres that wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Opportunities for developing Core Skills

Throughout this Unit candidates will concentrate on speaking activities.

Candidates will speak about personal and social matters, transactions and work.

Therefore as candidates are doing this Unit they will be developing aspects of the Core Skill of *Communication*.

Additionally group and pair work are frequently used, as they are embedded in Communicative Language Learning. Therefore aspects of the Core Skill of *Working with Others* will also be developed.

National Unit Specification: support notes (cont)

Unit title: ESOL Speaking for Employability (SCQF level 5)

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

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