

National 3 ESOL Course Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 3 ESOL Course. They are intended for practitioners who are delivering the Course and its Units. They should be read in conjunction with the National 3 ESOL *Course Specification* and the Unit Specifications for the Units in the Course.

General guidance on the Course

Aims

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to:

- ◆ read, write, listen and speak in English, as appropriate to purpose, audience and context
- ◆ understand and use the English language, as appropriate to purpose, audience and context
- ◆ apply knowledge of the English language

The Course contributes towards the development of literacy skills by providing learners with opportunities to read, write, listen and speak in English. The contexts used in the Course also give learners the opportunity to develop their citizenship skills.

Progression into this Course

A wide range of learners in school, college, community-based and work-based contexts may undertake the National 3 ESOL Course or relevant component Units.

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by one or more of the following or by equivalent qualifications and/or experience:

- ◆ National 2 ESOL Units
- ◆ prior learning and/or accreditation of knowledge of English at Basic User level of the CEFR
- ◆ any other relevant qualification including individual Units at a different level

Learners who undertake this Course should have some previous knowledge of English at a basic level and be familiar with the Roman script.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Note: practitioners should refer to the National 3 ESOL *Course Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

These include:

- ◆ reading, writing, listening and speaking skills in English, as appropriate to purpose and audience in the routine contexts of everyday life, work and study
- ◆ knowledge required to understand and use simple English, as appropriate to purpose, audience and context

Contexts may be everyday situations involving social uses of simple language, or work- and study-related situations involving more specialised terminology. Appendix 1 should also be helpful for planning delivery and assessment.

Progression from this Course

Completion of this Course or any of its component Units may provide progression to:

- ◆ National 4 ESOL Course or any relevant component Units
- ◆ further education or training
- ◆ employment

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

The National 3 ESOL Course forms a hierarchy with the ESOL Courses at National 4, National 5 and Higher levels. National 3, National 4 and National 5 ESOL Courses follow a similar structure in terms of Outcomes and Assessment Standards but differ in the degree of difficulty and complexity from one level to the next.

ESOL Courses at National 3, National 4 and National 5 have two mandatory Units of 9 SCQF credit points, one for *ESOL for Everyday Life* and one for *ESOL*

in Context. In the latter Unit, the contexts of work or study are customised to suit the needs of the learner.

This structure aims to facilitate bi-level teaching and enables learners to gain recognition for their best achievement.

It should be noted that at Higher level the hierarchy is continued with a mandatory Unit, *ESOL for Everyday Life* (Higher) and a choice of two optional Units, *ESOL in Work-related Contexts* (Higher) or *ESOL in Study-related Contexts* (Higher).

Further information on how this hierarchy can be managed is given in the Approaches to learning, teaching and assessment section.

National 3	National 4	National 5	Higher
ESOL for Everyday Life	ESOL for Everyday Life	ESOL for Everyday Life	ESOL for Everyday Life
ESOL in Context	ESOL in Context	ESOL in Context	ESOL in Work-related Contexts or ESOL in Study-related Contexts
	Added Value Unit – ESOL assignment	Course assessment	Course assessment

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to gathering assessment evidence within the National 3 ESOL Course.

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work that they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, practitioners should consider this.

Learning and teaching settings

It is likely that the National 3 ESOL Course will be delivered in a variety of settings, for example school, college or life-long learning contexts. The advice and guidance in this section covers these sectors, and practitioners should use their professional judgement in designing and delivering the Course so that it is appropriate, relevant and motivating for individual learners.

Naturally occurring evidence

Assessment approaches should aim to help learners to progress through the Course at their own pace and to enable them to demonstrate their achievements in a range of ways. Practitioners should explore opportunities in the day-to-day delivery of the Units in the Course to observe learners providing evidence which satisfies, completely or partially, a Unit or Units. This is naturally occurring evidence.

Course content should be based on the needs and life experiences of the learner. Practitioners will consider what English for everyday life or for work/study contexts actually means for individual learners. There are many aspects of both everyday communication and study/education-related or work-related language to be considered. Practitioners should explore opportunities to combine learning and assessment opportunities across different subject or topic areas and Units, where this is appropriate, to meet the needs of learners.

Where this is the case, practitioners should capitalise on opportunities to combine ESOL learning and assessment opportunities with learning in other subject areas. This has the additional benefit of supporting learners in interdisciplinary learning.

Activities across the Course and Units can include:

Reading	Writing	Speaking	Listening
<p>get information from a variety of simple texts</p> <p>understand straightforward instructions or explanations</p> <p>use reference materials (printed and other)</p>	<p>give personal information</p> <p>make enquiries about various issues</p> <p>make and confirm straightforward arrangements</p> <p>use reference materials (printed and other)</p> <p>fill in straightforward forms</p> <p>write short formal letters or e-mails requesting information</p>	<p>give personal information</p> <p>make enquiries about various issues</p> <p>make and confirm straightforward arrangements</p> <p>state likes, dislikes and preferences</p> <p>make phone calls and leave simple messages</p> <p>take part in simple conversations in English</p> <p>follow conventions of simple conversations</p> <p>deliver simple talk to group</p>	<p>get information from a variety of simple texts</p> <p>understand straightforward instructions or explanations</p> <p>take part in simple conversations in English</p>

Using a thematic approach to teaching and learning

The skills of reading, writing, speaking and listening may be combined within a thematic or topic-based approach to teaching and learning which allows practitioners opportunities to conduct internal assessment of any of the four skills as and when this is deemed necessary and appropriate.

The choice of texts/stimulus at this level should be accessible with an appropriate level of challenge for learners. This should be considered at the planning stage. Support and opportunities to recycle language and reinforce learning are also major considerations.

The following themes may provide some ideas to help in planning the course:

English for everyday life

Personal themes: writing or speaking about yourself, your likes and dislikes, ambitions, thoughts and feelings, achievements, another country etc.

Social themes: writing or speaking about friends, shared interests, aspects of life in the UK, celebrations, social issues of interest etc.

Transactional themes: shopping online and in person, using telephone/e-mail/social networks, completing forms, providing information, services and benefits available and how to apply, etc. Writing and speaking about your experiences in any of these areas.

English in work-related contexts

Themes: writing or speaking about work experience, ambitions for a career, expectations in the world of work, how to find work, preparing for work, basic interview skills etc.

English for study-related contexts

Themes: writing or speaking about your educational history, courses you study at present, where you wish to go in education, suitability for types of course of study, advantages/disadvantages of different courses.

Enriching delivery

During the course of their language learning, learners should be given the opportunity to:

- ◆ enhance their communication through the consistent development of the skills of reading, writing, listening and speaking
- ◆ develop a knowledge of the English language and how it may relate to their own language(s)
- ◆ raise their awareness of different cultures and the responsibilities of citizens
- ◆ develop generic abilities such as how to work with others, learning with *some* independence, skills in presenting, information and IT skills

As the Course progresses, a wealth of assessment material will be generated; learners will naturally read and listen before writing, will discuss language activities and assignments with peers before completion, and will write notes and first-draft written pieces.

Integration and sequencing of Units

In essence, the National 3 ESOL Course requires learners to show, by providing evidence in a variety of ways, that they can understand and use simple English. In both component Units of the Course, learners will be engaged in activities which involve speaking to others, listening to others, reading and writing for specific purposes.

Combining assessment across Units

In the mandatory *ESOL in Context* (National 3) and *ESOL for Everyday Life* (National 3) Units, the Outcomes and Assessment Standards are the same. However, the context within which English is used will differ. For many learners, everyday life involves elements of either work or study or even both.

Practitioners will recognise the opportunities afforded to them to use evidence from an activity for one Unit as evidence for another. Where this combined assessment approach is used, it will be important to ensure evidence of achievement is available for each Outcome, for example, through the use of assessor observation checklists and recordings where appropriate.

Developing skills for learning, skills for life and skills for work

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Unit Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Course.

The Course contributes towards the development of literacy skills by providing learners with opportunities to listen, talk, read and write in English, and the following skills for learning, skills for life and skills for work:

1 Literacy

- 1.1 Reading
- 1.2 Listening and talking
- 1.3 Writing

4 Employability, enterprise and citizenship

- 4.6 Citizenship

5 Thinking skills

- 5.3 Applying

The table below provides some suggestions for how these skills can be further developed within the Course.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
<p>1.1 Reading 1.2 Listening and talking 1.3 Writing</p>	<p>Literacy in English is essentially what the National 3 ESOL Course is about. Throughout the learning and assessment activities, learners will build their skills for specific purposes in reading, writing, listening and speaking in an integrated and naturally occurring way.</p>
<p>4.6 Citizenship Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward looking towards society; being able to recognise one's personal role in this context; and being aware of global issues, understanding one's responsibilities within these, and acting responsibly.</p>	<p>Learners will learn about the culture, customs, practices and beliefs in an English-speaking country and will develop their English language skills and knowledge. The contexts of everyday life (including society/culture), work and study within the Course will develop learners' understanding of citizenship issues in the English-speaking country as well as encouraging understanding of other cultures and communities. This could include developing understanding of Scotland as a multi-cultural and multi-lingual country.</p>
<p>5.3 Applying Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.</p>	<p>Wherever possible, learners should be given the opportunity to apply the skills, knowledge and understanding they have developed to new topics and contexts. Learners will use what they know already, for example, when they use a familiar structure for writing but use different content. Learners will also develop the ability to plan, organise and complete tasks when they undertake language activities, for example, designing a web page in English.</p>

Skills for learning will feature prominently in the Course but practitioners will also be aware of opportunities for skills for life and skills for work.

The Course materials used should reflect the outside world in which learners are operating. Where learners are learning English in schools, further education colleges or community settings, Course materials should help learners with their studies in other areas to promote interdisciplinary learning and the systematic development of English language skills. These other areas will include situations in which learners use English effectively to improve their own or others' health and well-being, enhance their employability, allow them to develop skills required of good citizens living in Scotland or other English-speaking countries. Skills for learning, skills for life and skills for work permeate the Course and should occur naturally.

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html.

Appendix 1: Illustrative Language Tables (ILTs)

This appendix contains illustrative guidance to support the development of learners' language in a systematic way. As ESOL students have to develop both everyday language, and school/college/work language to access topics used in study and/or work contexts, more than one type of language input needs to be covered.

The guidance on the language coverage for ESOL for Everyday Life and ESOL in Context is set out in two Illustrative Language Tables (ILTs): ILT1 and ILT2.

Both the ILTs offer an overview of how this language can be adjusted according to learner level to support learning. As the levels go up, there is increasing complexity of both language and cognitive skills required of the task, ranging from everyday, to work or study related. Taking this perspective, it also means that the skills can be taught and supported in an integrated way for practice and assessment — as in the mainstream classroom.

Illustrative Language Table 1 (ILT1) shows language and skills at different ESOL levels:

- i) Work on language features is graded from 'concrete' to 'abstract', 'familiar' (known context) to 'unfamiliar' (unknown context), developing both everyday and subject or context specific language.
- ii) Language is set out at word, sentence and text/paragraph level, followed by strategies for the four skills: Listening, Reading, Speaking, Writing.

Illustrative Language Table 2 (ILT2) sets out integrated tasks or activities demonstrating a possible range of genres, or styles of communication, for personal, social, transactional, work and study related contexts.

Illustrative Language Table 1: Language and skills for National 3: Simple / routine / familiar	
Language at Word level	Focus on formation (root/stem/prefix/suffix); spelling; Meaning: denotation, connotation, figurative, literal; Choice: standard/dialect/colloquial/slang
National 3 Simple / routine / familiar	<ul style="list-style-type: none"> ◆ spelling routine/some basic specialised vocabulary ◆ some focus on use of punctuation required ◆ encounter and practise familiar, everyday vocabulary ◆ common regular/irregular verbs ◆ a/an/the and basic determiners ◆ adjectives and suffixes for comparative and superlative ◆ simple collocations for phrasal verbs, adjectival phrases, preposition phrases ◆ slang/ colloquial/dialect/standard/levels of formality ◆ introduction to idioms
Language at Sentence level	Focus on word order for information focus; combining phrases to sentence structure for clarity; simple/compound/ complex. Standard / dialect/ slang
National 3 Simple / routine / familiar	<ul style="list-style-type: none"> ◆ build simple phrases and clauses into formulaic simple and compound sentences, with some subordination ◆ simple punctuation and capitalisation ◆ explore grammatical roles of words and phrases with functions of noun, verb, adjective, adverb, prepositions in sentences ◆ explore/revise functions of simple examples of: <ul style="list-style-type: none"> — Mood: statement, question, instruction, exclamation — Tense: present, past — Aspect: simple, progressive, perfect — Voice: active, passive ◆ formation of questions with auxiliary (using 'do' where no auxiliary) ◆ conjunctions: and, but, so, or ◆ time markers: for, since, ago ◆ some modals for ability, future plan, obligation ◆ reported speech
Language and skills at Text/ paragraph level	Identify genre; model it; then scaffold learner practice in rhetorical organisation, layout and language features — linking sentences and sections of text, getting the right tone and level of formality. Use across the four skills: listening, reading, speaking, writing
National 3 Simple / routine / familiar	<ul style="list-style-type: none"> ◆ understand and use language for simple/routine everyday conversation ◆ form simple paragraphs with a main idea ◆ study models and produce simple versions of genres related to communication purpose/ways of talking about knowledge in a subject of study or work activity, eg simple instructions; narrations; recount; provide response to describe feelings and opinions; state or explain preferences; provide information, directions ◆ use simple connectives to sequence events in time, give reasons, stages, locate items in space

Listening	<ul style="list-style-type: none"> ✓ With support, listen to a limited range of different styles and modes of communication (visual, aural) in a limited range of accents, identify purpose and genre of simple monologues and 1:1 interactions on familiar topics; demonstrate understanding by response. ✓ Strategies: predict content from title or topic; listen for gist: listen for detail as directed; practice segmenting connected speech; identify tone and register in simple events; identify and interpret simply expressed feelings and opinions; practice listening with dictation and gap fills.
Reading	<ul style="list-style-type: none"> ✓ Learn to use reading strategies: predict content from title; skim; scan; read for gist; work out meaning from context; use simple dictionary to check exact meaning. ✓ Explore short written texts on familiar topics written for different purposes. ✓ Extract straightforward information for a specific purpose. Recognise simply expressed feelings and opinions. ✓ Use graded readers for extensive reading to develop fluency.
Speaking	<ul style="list-style-type: none"> ✓ With support, practise conveying meaning on general topics. ✓ Focus on pronunciation to be understood: word stress, rhythm and intonation in simple words and connected speech. ✓ Organise content to fit task purpose. Use some simple linking words to sequence and show basic logical relations. ✓ Interpersonal skills: Use co-operative conversation skills (turn taking/check understanding) to manage simple interactions with others, basic turn taking, politeness (thanking, asking for clarification, information, making arrangements). Use co-operatives strategies to keep conversation going (Oh that's nice! What a pity! etc). ✓ Role plays for simple phone calls, health, school, related events. ✓ Maintain vocabulary notebook for high frequency common items.
Writing	<ul style="list-style-type: none"> ✓ With support select a genre appropriate to communication purpose (see ILT2). Study the target product and work on the production process. Work with others to research and gather ideas, plan, draft, edit and re-draft. ✓ Record basic information on straightforward forms; attempt informal communication: notes to self, reflections, diary entries, with friends using text, e-mail, letters, responding to photos, videos etc. Produce simple formulaic letters/e-mails for different purposes. Draft basic formal communication: letter of enquiry, request; use basic punctuation correctly.

Illustrative Language Table 2 : Integrated tasks for all ESOL levels				
National 3 candidates should be working towards column 1				
Genre/purpose: Text response				
contexts	personal response	review	interpretation	critical response
purpose: personal	react emotionally, talk about how you feel about something (eg local area), thank, praise	talk about how you felt about an event	interpret the significance of an event or object	talk about how you make a decision, decide on the pros and cons (eg where to live)
purpose: social	find out how your friends feel about something	share feelings with friends about something in the past	decide how to respond to an invitation	think about how to advise a friend or how to ask a friend's advice
purpose: trans-actional	respond to an everyday communication	talk about how you responded to an everyday communication	consider a response to an official communication (from NHS, bank, local council etc)	consider the best approach to solving a transactional problem, viewing it from all angles
purpose: work	make a personal response to a work communication	talk about how you feel about a communication in the work place	consider business responses	consider the pros and cons of a business decision or strategy
purpose: study	talk/write about your feelings in response to a text	discuss a literary, visual or musical text	interpret the message of a text	challenge the message of a text
Genre/purpose: Stories				
contexts	recount	narrative	exemplum	anecdote
purpose: personal	recount personal events	talk about something that happened to you with a focus on the end or outcome	judge a character or behaviour in a story	tell something about yourself with a lesson or point in it
purpose: social	recount events with friends	tell a story that will interest friends with a focus on the end or outcome	state likes/dislikes	tell something about a social group with a lesson or point in it
purpose: trans-actional	recount events, eg at the library	report a transactional event with a particular outcome	carry out or complete a survey	advise or warn someone by telling them an exemplary tale
purpose: work	recount events at work	talk about a work situation or event where a problem was resolved	complete a form	report an event with a lesson for the work situation in it
purpose: study	recount events; methodology	resolve a complication in an academic story; discussion of results	report an event with a lesson in it, such as an accident or a great success	use analogy to make a point

		Genre/purpose: Procedures	
contexts	procedure	procedural recount	
purpose: personal	help a family member	talk about how you helped a family member	
purpose: social	give directions; organise an activity/event; talk about how you would like to do something	recommend shopping online	
purpose: transactional	complete forms	make phone calls/leave messages	
purpose: work	give instructions for procedure	talk about how something was done in the past	
purpose: study	detail how to do experiments /carry out observations	recount experiments and observations (methodology)	
		Genre/purpose: Information reports	
contexts	descriptive report	classifying report	persuasive report
purpose: personal	describe my house, an object or place	talk about things you are good at, likes and dislikes	think through pros and cons of a problem
purpose: social	describe a place where your family lives now or in the past	talk about group preferences and habits	persuade someone to accept an invitation, or make arrangements
purpose: transactional	do an internet search for something you need to buy	find out the kinds of shops, leisure facilities or schools available to you in your area	explain to a local councillor a need in your area
purpose: work	prepare or read applications	prepare or read CVs	explain to your boss a need for some new resource at work
purpose: study	classify and describe a phenomenon	classify and describe types of phenomenon	make a recommendation based on evidence

Genre/purpose: Explanations				
contexts	sequential explanation	factorial explanation	consequential explanation	
purpose: personal	explain how to do something you often do	justify an opinion — giving reasons (factors) for how you feel/felt	explain the effects of an event on how you feel	
purpose: social	explain how to do something to a group	give causes or reasons for a decision to a group	give advice	
purpose: trans-actional	prepare and understand procedures in social structures	explain the thinking behind systems or procedures (eg finance and managing money)	recommend strategies for managing finance	
purpose: work	Prepare and understand procedures at work	explain the thinking behind work systems or procedures	explain the thinking behind work strategies and long term goals	
purpose: study	explain a sequence of development or procedure	explain multiple factors that might contribute to or cause something, such as increased sales, drought	explain multiple effects	
Genre/purpose: Factual stories				
contexts	autobiographical recount	biographical recount	historical recount	historical account
purpose: personal	recount life events	recount life stages	recount family events in the past	explain how you learned something
purpose: social	talk to friends about their previous activities	tell friends about someone's life stages	recount friends, shared interests	explain how you became friends with a group
purpose: trans-actional	give a report of your medical history for the GP	report your family's medical history for your GP	recount cultural events, celebrations, social issues	explain how the health service worked in the past
purpose: work	prepare a CV to a future employer	recount life stages of someone at work	recount historical events of a trade or workplace	explain how a trade or workplace expanded or declined
purpose: study	recount methodology	recount chronological developments	recount historical events	explain historical events

	Genre/ purpose: Arguments	
contexts	exposition	discussion
purpose: personal	make arrangements; talk about something you would like to do	compare items, places, events to make a choice
purpose: social	enquire in order to set out a proposition that you want to take further, eg what venues are available for your planned event	find out information that will give you points for and against a social event/situation, eg holiday; sharing a house
purpose: transactional	make phone calls/leave messages	plan how to discuss an ailment with a doctor
purpose: work	use and understand problem solving strategies	consider/plan how to discuss something with a work colleague or boss
purpose: study	argue for a point of view	discuss two or more points of view; draw on informal or formal sources (as appropriate to learner level)

Appendix 2: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa/14977.html.
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specification](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ [Principles and practice papers for curriculum areas](#)
- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ Common European Framework of Reference web-page: www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf
- ◆ NALDIC — NATIONAL ASSOCIATION FOR LANGUAGE DEVELOPMENT IN THE CURRICULUM: www.naldic.org.uk
- ◆ ESOL Scotland: www.esolscotland.com
- ◆ Learning in 2+Languages — Education Scotland: www.educationscotland.gov.uk
- ◆ NATECLA: www.natecla.org.uk
- ◆ Skillswise: www.bbc.co.uk/skillswise
- ◆ All Talk British Telecom: www.btplc.com
- ◆ TALENT (Training Adult Literacy, ESOL and Numeracy Teachers): www.talent.ac.uk
- ◆ One-stop English: www.onestopenGLISH.com
- ◆ SQA ESOL learning and teaching materials: www.sqa.org.uk/esol
- ◆ SQA e-learning materials: www.sqa.org.uk/sqa/32008.html
- ◆ *British Council ESOL Nexus* (<http://esol.britishcouncil.org/>)
- ◆ *The concept of task complexity is illustrated in the Task Complexity Quadrant developed from North American work based on the BICS/CALP distinction (Jim Cummins 1979, cited in Colin Baker The Foundations of Bilingual Education and Bilingualism, Clevedon: Multilingual Matters, 2006:181).*
- ◆ The range of genres is illustrated in the 'Genre wheel' set out in the Australian work done by David Rose 'Reading Genre: a new wave of analysis.' In *Linguistics and the Human Sciences*.2:2, 2007, 185-204.

Administrative information

Published: May 2016 (version 2.0)

History of changes to Course Support Notes

Version	Description of change	Authorised by	Date
2.0	Wording changes and clarifications throughout; subsections 'Features of the Course' and 'Skills that may be addressed within the Course' removed; Example of tasks/activities tables removed; insertion of wording and table containing advice on approaches to assessment; wording on appropriate themes updated; wording on assessing listening removed; 'Combining Assessment Across Units' wording updated and moved from 'Developing skills for learning, skills for work and skills for life' section to 'Approaches to learning, teaching and assessment section'; Appendix 1: Contexts, topics and topic development removed and replaced by Appendix 1: Illustrative Language Tables (ILTs); additional sources provided in Appendix 2.	Qualifications Manager	May 2016

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Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version.

Unit Support Notes — ESOL for Everyday Life (National 3)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *ESOL for Everyday Life* (National 3) Unit. They are intended for practitioners who are delivering this Unit. They should be read in conjunction with:

- ◆ *ESOL for Everyday Life* (National 3) *Unit Specification*
- ◆ *ESOL in Context* (National 3) *Unit Specification*
- ◆ *National 3 ESOL Course Specification*
- ◆ *National 3 ESOL Course Support Notes*
- ◆ *Appropriate Unit Assessment Support packs and Understanding Standards materials*

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

The general aim of this Unit is to develop the language skills needed for everyday life in routine personal, social and transactional contexts for learners whose first language is not English. Learners develop the skills of reading, writing, listening and speaking using simple English language.

Learners who complete this Unit will be able to:

- ◆ understand simple language written in English
- ◆ produce written English using simple language
- ◆ understand simple language spoken in English
- ◆ communicate orally in English using simple language

This Unit is a mandatory Unit of the National 3 ESOL Course and is also available as a free-standing Unit.

Exemplification of the standards in this Unit is given in the SQA Understanding Standards materials.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by one or more of the following or by equivalent qualifications and/or experience:

- ◆ National 2 ESOL Units
- ◆ prior learning and/or accreditation of knowledge of English at Basic User level of the CEFR
- ◆ any other relevant qualification including individual Units at a different level

Learners who undertake this Unit should have some previous knowledge of English at a basic level and be familiar with the Roman script.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 ESOL *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, practitioners are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Unit assessment evidence will be generated in the following contexts: everyday life, including personal, social and transactional contexts.

Progression from this Unit

Completion of this Unit may provide progression to:

- ◆ other ESOL Units at National 3 level
- ◆ National 4 ESOL Course or any relevant component Units
- ◆ further education or training
- ◆ employment

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment within the *ESOL for Everyday Life* (National 3) Unit.

Unit content should be based on the needs and life experiences of the learner. Practitioners should consider what English for everyday life actually means for individual learners. There are many aspects of both everyday communication and learning- or work-related language to be considered. Practitioners should explore opportunities to combine learning and assessment opportunities across different subject or topic areas, where this is appropriate, to meet the needs of learners. The personal, social and transactional contexts used should be personalised to suit the needs of learners as appropriate.

A variety of themes, contexts and topics can be used and learners should be encouraged to suggest or select appropriate ones to address their individual or group needs.

Assessment evidence generation opportunities

Practitioners will be aware of the opportunities to assess performance across the four Outcomes in each individual Unit by adopting a themed approach such as those shown below. It is also possible to generate evidence which may satisfy the requirements of more than one Unit within a single themed programme of work.

Practitioners will use a variety of different texts and activities in drawing up a programme of work for the Unit. The term 'text' may refer to print or electronic media.

The following table shows a range of 'multi-skill' activities which may be included in a teaching programme for the *ESOL for Everyday Life* (National 3) Unit:

Suggested Themes: Free time

Reading	Writing	Speaking	Listening
Read an account of how a person spends his/her free time. Answer questions on the text.	Write a short account of how you like to spend your free time.	Explain to your group how you spend your free time.	Listen to and respond to how others in your group spend their free time.

Evidence for assessment can be generated naturally from these 'multi-skill' activities and recorded, eg through the use of folders for written work and observation checklists for speaking and listening, and the use of appropriate

questioning to ensure individual learners have satisfied each of the Assessment Standards for the Unit.

If learners are undertaking the *ESOL for Everyday Life* (National 3) Unit as part of a Course, opportunities are also available to combine assessment across the Units as illustrated in the National 3 *ESOL Course Support Notes*. If assessment of Outcomes for this Unit is combined with assessment of Outcomes for the *ESOL in Context* (National 3) Unit, evidence for individual Outcomes must be tracked. This will ensure that learners who do not achieve the complete combined assessment can still have recognition for the Outcomes they have achieved and be re-assessed, if appropriate, only for those Outcomes not yet achieved.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that any alternative approach to assessment will generate the necessary evidence of achievement.

Appendix 1: Illustrative Language Tables (ILTs)

This Appendix contains illustrative guidance to support the development of learners' language in a systematic way. As ESOL students have to develop both everyday language, and school/college/work language to access topics used in study and/or work contexts, more than one type of language input needs to be covered.

The guidance on the language coverage for ESOL for Everyday Life and ESOL in Context is set out in two Illustrative Language Tables (ILTs): ILT1 and ILT2.

Both the ILTs offer an overview of how this language can be adjusted according to learner level to support learning. As the levels go up, there is increasing complexity of both language and cognitive skills required of the task, ranging from everyday, to work or study related. Taking this perspective, it also means that the skills can be taught and supported in an integrated way for practice and assessment — as in the mainstream classroom.

Illustrative Language Table 1 (ILT1) shows language and skills at different ESOL levels:

- i) Work on language features is graded from 'concrete' to 'abstract', 'familiar' (known context) to 'unfamiliar' (unknown context), developing both everyday and subject or context specific language.
- ii) Language is set out at word, sentence and text/paragraph level, followed by strategies for the four skills: Listening, Reading; Speaking, Writing.

Illustrative Language Table 2 (ILT2) sets out integrated tasks or activities demonstrating a possible range of genres, or styles of communication, for personal, social, transactional, work and study related contexts.

Illustrative Language Table 1: Language and skills for National 3: Simple / routine / familiar	
Language at Word level	Focus on formation (root/stem/prefix/suffix); spelling; Meaning: denotation, connotation, figurative, literal; Choice: standard/dialect/colloquial/slang
National 3 Simple / routine / familiar	<ul style="list-style-type: none"> ◆ spelling routine/some basic specialised vocabulary ◆ some focus on use of punctuation required ◆ encounter and practise familiar, everyday vocabulary ◆ common regular/irregular verbs ◆ a/an/the and basic determiners ◆ adjectives and suffixes for comparative and superlative ◆ simple collocations for phrasal verbs, adjectival phrases, preposition phrases ◆ slang/colloquial/ dialect/standard/ levels of formality ◆ introduction to idioms
Language at Sentence level	Focus on word order for information focus; combining phrases to sentence structure for clarity; simple/compound/ complex. Standard/dialect/slang
National 3 Simple / routine / familiar	<ul style="list-style-type: none"> ◆ build simple phrases and clauses into formulaic simple and compound sentences, with some subordination ◆ simple punctuation and capitalisation ◆ explore grammatical roles of words and phrases with functions of noun, verb, adjective, adverb, prepositions in sentences ◆ explore/revise functions of simple examples of <ul style="list-style-type: none"> — Mood: statement, question, instruction, exclamation — Tense: present, past — Aspect: simple, progressive, perfect — Voice: active, passive ◆ formation of questions with auxiliary (using 'do' where no auxiliary) ◆ conjunctions: and, but, so, or ◆ time markers: for, since, ago ◆ some modals for ability, future plan, obligation ◆ reported speech
Language and skills at Text/paragraph level	Identify genre; model it; then scaffold learner practice in rhetorical organisation, layout and language features — linking sentences and sections of text, getting the right tone and level of formality. Use across the four skills: listening, reading, speaking, writing
National 3 Simple / routine / familiar	<ul style="list-style-type: none"> ◆ understand and use language for simple/routine everyday conversation ◆ form simple paragraphs with a main idea ◆ study models and produce simple versions of genres related to communication purpose/ways of talking about knowledge in a subject of study or work activity, eg simple instructions; narrations; recount; provide response to describe feelings and opinions; state or explain preferences; provide information, directions ◆ use simple connectives to sequence events in time, give reasons, stages, locate items in space

Listening	<ul style="list-style-type: none"> ✓ With support , listen to a limited range of different styles and modes of communication (visual, aural) in a limited range of accents, identify purpose and genre of simple monologues and 1:1 interactions on familiar topics; demonstrate understanding by response. ✓ Strategies: predict content from title or topic; listen for gist: listen for detail as directed; practice segmenting connected speech; identify tone and register in simple events; identify and interpret simply expressed feelings and opinions; practice listening with dictation and gap fills.
Reading	<ul style="list-style-type: none"> ✓ Learn to use reading strategies: predict content from title; skim; scan; read for gist; work out meaning from context; use simple dictionary to check exact meaning. ✓ Explore short written texts on familiar topics written for different purposes. ✓ Extract straightforward information for a specific purpose. ✓ Recognise simply expressed feelings and opinions. ✓ Use graded readers for extensive reading to develop fluency.
Speaking	<ul style="list-style-type: none"> ✓ With support, practise conveying meaning on general topics. ✓ Focus on pronunciation to be understood: word stress, rhythm and intonation in simple words and connected speech. ✓ Organise content to fit task purpose. Use some simple linking words to sequence and show basic logical relations. ✓ Interpersonal skills: Use co-operative conversation skills (turn taking/check understanding) to manage simple interactions with others, basic turn taking, politeness (thanking, asking for clarification, information, making arrangements). Use co-operatives strategies to keep conversation going (Oh that's nice! What a pity! etc). ✓ Role plays for simple phone calls, health, school, related events. ✓ Maintain vocabulary notebook for high frequency common items.
Writing	<ul style="list-style-type: none"> ✓ With support select a genre appropriate to communication purpose (see ILT2). Study the target product and work on the production process. Work with others to research and gather ideas, plan, draft, edit and re-draft. ✓ Record basic information on straightforward forms; attempt informal communication: notes to self, reflections, diary entries, with friends using text, e-mail, letters, responding to photos, videos etc. Produce simple formulaic letters/e-mails for different purposes. Draft basic formal communication: letter of enquiry, request; use basic punctuation correctly.

Illustrative Language Table 2 : Integrated tasks for all ESOL levels				
National 3 candidates should be working towards column 1				
Genre/purpose: Text response				
contexts	personal response	review	interpretation	critical response
purpose: personal	react emotionally, talk about how you feel about something (eg local area), thank, praise	talk about how you felt about an event	interpret the significance of an event or object	talk about how you make a decision, decide on the pros and cons (eg where to live)
purpose: social	find out how your friends feel about something	share feelings with friends about something in the past	decide how to respond to an invitation	think about how to advise a friend or how to ask a friend's advice
purpose: trans-actional	respond to an everyday communication	talk about how you responded to an everyday communication	consider a response to an official communication (from NHS, bank, local council etc)	consider the best approach to solving a transactional problem, viewing it from all angles
purpose: work	make a personal response to a work communication	talk about how you feel about a communication in the work place	consider business responses	consider the pros and cons of a business decision or strategy
purpose: study	talk/write about your feelings in response to a text	discuss a literary, visual or musical text	interpret the message of a text	challenge the message of a text
Genre/purpose: Stories				
contexts	recount	narrative	exemplum	anecdote
purpose: personal	recount personal events	talk about something that happened to you with a focus on the end or outcome	judge a character or behaviour in a story	tell something about yourself with a lesson or point in it
purpose: social	recount events with friends	tell a story that will interest friends with a focus on the end or outcome	state likes/dislikes	tell something about a social group with a lesson or point in it
purpose: trans-actional	recount events, eg at the library	report a transactional event with a particular outcome	carry out or complete a survey	advise or warn someone by telling them an exemplary tale
purpose: work	recount events at work	talk about a work situation or event where a problem was resolved	complete a form	report an event with a lesson for the work situation in it
purpose: study	recount events; methodology	resolve a complication in an academic story; discussion of results	report an event with a lesson in it, such as an accident or a great success	use analogy to make a point

		Genre/purpose: Procedures	
contexts	procedure	procedural recount	
purpose: personal	help a family member	talk about how you helped a family member	
purpose: social	give directions; organise an activity/event; talk about how you would like to do something	recommend shopping online	
purpose: transactional	complete forms	make phone calls/leave messages	
purpose: work	give instructions for procedure	talk about how something was done in the past	
purpose: study	detail how to do experiments /carry out observations	recount experiments and observations (methodology)	
		Genre/purpose: Information reports	
contexts	descriptive report	classifying report	persuasive report
purpose: personal	describe my house, an object or place	talk about things you are good at, likes and dislikes	think through pros and cons of a problem
purpose: social	describe a place where your family lives now or in the past	talk about group preferences and habits	persuade someone to accept an invitation, or make arrangements
purpose: transactional	do an internet search for something you need to buy	find out the kinds of shops, leisure facilities or schools available to you in your area	explain to a local councillor a need in your area
purpose: work	prepare or read applications	prepare or read CVs	explain to your boss a need for some new resource at work
purpose: study	classify and describe a phenomenon	classify and describe types of phenomenon	make a recommendation based on evidence

Genre/purpose: Explanations				
contexts	sequential explanation	factorial explanation	consequential explanation	
purpose: personal	explain how to do something you often do	justify an opinion — giving reasons (factors) for how you feel/felt	explain the effects of an event on how you feel	
purpose: social	explain how to do something to a group	give causes or reasons for a decision to a group	give advice	
purpose: trans-actional	prepare and understand procedures in social structures	explain the thinking behind systems or procedures (eg finance and managing money)	recommend strategies for managing finance	
purpose: work	prepare and understand procedures at work	explain the thinking behind work systems or procedures	explain the thinking behind work strategies and long term goals	
purpose: study	explain a sequence of development or procedure	explain multiple factors that might contribute to or cause something, such as increased sales, drought	explain multiple effects	
Genre/purpose: Factual stories				
contexts	autobiographical recount	biographical recount	historical recount	historical account
purpose: personal	recount life events	recount life stages	recount family events in the past	explain how you learned something
purpose: social	talk to friends about their previous activities	tell friends about someone's life stages	recount friends, shared interests	explain how you became friends with a group
purpose: trans-actional	give a report of your medical history for the GP	report your family's medical history for your GP	recount cultural events, celebrations, social issues	explain how the health service worked in the past
purpose: work	prepare a CV to a future employer	recount life stages of someone at work	recount historical events of a trade or workplace	explain how a trade or workplace expanded or declined
purpose: study	recount methodology	recount chronological developments	recount historical events	explain historical events

	Genre/ purpose: Arguments	
contexts	exposition	discussion
purpose: personal	make arrangements; talk about something you would like to do	compare items, places, events to make a choice
purpose: social	enquire in order to set out a proposition that you want to take further, eg what venues are available for your planned event	find out information that will give you points for and against a social event/situation, eg holiday, sharing a house
purpose: transactional	make phone calls/leave messages	plan how to discuss an ailment with a doctor
purpose: work	use and understand problem solving strategies	consider/plan how to discuss something with a work colleague or boss
purpose: study	argue for a point of view	discuss two or more points of view; draw on informal or formal sources (as appropriate to learner level)

Appendix 2: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specification](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ [Principles and practice papers for curriculum areas](#)
- ◆ [Research Report 4 — Less is More: Good Practice in Reducing Assessment Time](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA Guidelines on Online Assessment for Further Education](#)
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html
- ◆ Common European Framework of Reference web-page: www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf
- ◆ NALDIC — NATIONAL ASSOCIATION FOR LANGUAGE DEVELOPMENT IN THE CURRICULUM: www.naldic.org.uk
- ◆ ESOL Scotland: www.esolscotland.com
- ◆ Learning in 2+Languages — Education Scotland: www.educationscotland.gov.uk
- ◆ NATECLA: www.natecla.org.uk
- ◆ Skillswise: www.bbc.co.uk/skillswise
- ◆ All Talk British Telecom: www.btplc.com
- ◆ TALENT (Training Adult Literacy, ESOL and Numeracy Teachers): www.talent.ac.uk
- ◆ One-stop English: www.onestopenenglish.com
- ◆ SQA ESOL learning and teaching materials: www.sqa.org.uk/esol
- ◆ SQA e-learning materials: www.sqa.org.uk/sqa/32008.html
- ◆ British Council ESOL Nexus (<http://esol.britishcouncil.org/>)
- ◆ *The concept of task complexity is illustrated in the Task Complexity Quadrant developed from North American work based on the BICS/CALP distinction (Jim Cummins 1979, cited in Colin Baker The Foundations of Bilingual Education and Bilingualism, Clevedon: Multilingual Matters, 2006:181).*
- ◆ The range of genres is illustrated in the 'Genre wheel' set out in the Australian work done by David Rose 'Reading Genre: a new wave of analysis.' In *Linguistics and the Human Sciences*.2:2, 2007, 185-204.

Administrative information

Published: May 2016 (version 2.0)

Superclass: FK

History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
2.0	Wording changes and clarifications throughout; information updated in 'General Guidance on the Unit'; in 'Approaches to Learning, Teaching and Assessment' section minor wording changes, clarifications; examples of themes/tasks/activities tables removed; wording on appropriate themes updated; Appendix 1: Reference Documents now Appendix 2, replaced by Appendix 1: Illustrative Language Tables (ILTs); Appendix 2: Coverage of the Four Skills removed. Replaced with Appendix 2: Reference documents, additional sources provided; Appendix 3: Contexts, topics and topic development removed.	Qualifications Manager	May 2016

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Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version.

Unit Support Notes — ESOL in Context (National 3)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *ESOL in Context* (National 3) Unit. They are intended for practitioners who are delivering this Unit. They should be read in conjunction with:

- ◆ *ESOL in Context (National 3) Unit Specification*
- ◆ *ESOL for Everyday Life (National 3) Unit Specification*
- ◆ *National 3 ESOL Course Specification*
- ◆ *National 3 ESOL Course Support Notes*
- ◆ *Appropriate Unit Assessment Support packs and Understanding Standards materials*

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

The general aim of this Unit is to develop the language skills needed for routine work- and study-related contexts for learners whose first language is not English. Learners develop the skills of reading, writing, listening and speaking using simple English language. In this Unit, the contexts of either work or study will be personalised to meet the needs of learners.

Learners who complete this Unit will be able to:

- ◆ understand simple language written in English
- ◆ produce written English using simple language
- ◆ understand simple language spoken in English
- ◆ communicate orally in English using simple language

This Unit is a mandatory Unit of the National 3 ESOL Course and is also available as a free-standing Unit.

Exemplification of the standards in this Unit is given in the SQA Understanding Standards materials.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by one or more of the following or by equivalent qualifications and/or experience:

- ◆ National 2 ESOL Units
- ◆ prior learning and/or accreditation of knowledge of English at Basic User level of the CEFR
- ◆ any other relevant qualification including individual Units at a different level

Learners who undertake this Unit should have some previous knowledge of English at a basic level and be familiar with the Roman script.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 ESOL *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, practitioners are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Unit assessment evidence will be generated in work- or study-related contexts.

Progression from this Unit

Completion of this Unit may provide progression to:

- ◆ other ESOL Units at National 3 level
- ◆ National 4 ESOL or any relevant component Units
- ◆ further education or training
- ◆ employment

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment within the *ESOL in Context* (National 3) Unit.

In this Unit, the contexts of work and study can be personalised to meet the needs of learners. In some cases, learners may need language relevant to both contexts, eg learners who are employed in a job but attending further education or work-based ESOL programmes, or learners who are attending school but are also participating in work experience or preparing for employment.

At National 3 level, the learner will have a basic knowledge of English and development needs related to use of grammar, spelling and punctuation. Practitioners can use such development needs to provide opportunities for peer assessment, which can prove very effective in developing language skills.

Unit content should be based on the needs and life experiences of the learner. Practitioners should consider what English for work or study actually means for individual learners. There are many aspects of everyday communication and learning- or work-related language to be considered. Practitioners should explore opportunities to combine learning and assessment across different subject or topic areas where this is appropriate to meet the needs of learners. Work- and/or study-related contexts should be personalised to suit the needs of learners as appropriate.

A variety of themes, contexts and topics can be used and learners should be encouraged to suggest or select appropriate ones to address their individual or group needs.

Assessment evidence generation opportunities

Practitioners will be aware of the opportunities to assess performance across the four Outcomes in each individual Unit by adopting a themed approach such as those shown below. It is also possible to generate evidence which may satisfy the requirements of more than one Unit within a single themed programme of work.

Practitioners will use a variety of different texts and activities in drawing up a programme of work for the Unit. The term 'text' may refer to print or electronic media.

The following table shows a range of 'multi-skill' activities which may be included in a teaching programme for the *ESOL in Context* (National 3) Unit:

Suggested theme: Work experiences

Reading	Writing	Speaking	Listening
Read an account of a person's experience of work. Answer questions on the text.	Write a short account of your experiences of work.	Describe to your group your previous work experience.	Listen and respond to the work experience of others in your group.

Suggested theme: Finding work

Reading	Writing	Speaking	Listening
Read a short job description.	Complete a simple application form.	Roleplay a simple job interview.	Roleplay a simple job interview.

Suggested theme: Study

Reading	Writing	Speaking	Listening
Read a short course description.	Complete a simple application form.	Roleplay a simple course interview.	Roleplay a simple course interview.

Evidence for assessment can be generated naturally from these 'multi-skill' activities and recorded, eg through the use of folders for written work and observation checklists for speaking and listening, and the use of appropriate questioning to ensure individual learners have satisfied each of the Assessment Standards for the Unit.

If learners are undertaking the *ESOL in Context* (National 3) Unit as part of a Course, opportunities are also available to combine assessment across the Units as illustrated in the *National 3 ESOL Course Support Notes*.

If assessment of Outcomes for this Unit is combined with assessment of Outcomes for the *ESOL for Everyday Life* (National 3) Unit, it evidence for individual Outcomes will need to be tracked. This will ensure that learners who do not achieve the complete combined assessment can still have recognition for the Outcomes they have achieved and be re-assessed, if appropriate, for only those Outcomes not yet achieved.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that any alternative approach to assessment will generate the necessary evidence of achievement.

Appendix 1: Illustrative Language Tables (ILTs)

This Appendix contains illustrative guidance to support the development of learners' language in a systematic way. As ESOL students have to develop both everyday language, and school/college/work language to access topics used in study and/or work contexts, more than one type of language input needs to be covered.

The guidance on the language coverage for ESOL for Everyday Life and ESOL in Context is set out in two Illustrative Language Tables (ILTs): ILT1 and ILT2.

Both the ILTs offer an overview of how this language can be adjusted according to learner level to support learning. As the levels go up, there is increasing complexity of both language and cognitive skills required of the task, ranging from everyday, to work or study related. Taking this perspective, it also means that the skills can be taught and supported in an integrated way for practice and assessment — as in the mainstream classroom.

Illustrative Language Table 1 (ILT1) shows language and skills at different ESOL levels:

- i) Work on language features is graded from 'concrete' to 'abstract', 'familiar' (known context) to 'unfamiliar' (unknown context), developing both everyday and subject or context specific language.
- ii) Language is set out at word, sentence and text/paragraph level, followed by strategies for the four skills: Listening, Reading; Speaking, Writing.

Illustrative Language Table 2 (ILT2) sets out integrated tasks or activities demonstrating a possible range of genres, or styles of communication, for personal, social, transactional, work and study related contexts.

Illustrative Language Table 1: Language and skills for National 3: Simple / routine / familiar	
Language at Word level	Focus on formation (root/stem/prefix/suffix); spelling; Meaning: denotation, connotation, figurative, literal; Choice: standard/dialect/colloquial/slang
National 3 Simple / routine / familiar	<ul style="list-style-type: none"> ◆ spelling routine / some basic specialised vocabulary ◆ some focus on use of punctuation required ◆ encounter and practise familiar, everyday vocabulary ◆ common regular/irregular verbs ◆ a/an/the and basic determiners ◆ adjectives and suffixes for comparative and superlative ◆ simple collocations for phrasal verbs, adjectival phrases, preposition phrases ◆ slang/colloquial/ dialect/standard/ levels of formality ◆ introduction to idioms
Language at Sentence level	Focus on word order for information focus; combining phrases to sentence structure for clarity; simple/compound/complex. Standard / dialect / slang
National 3 Simple / routine / familiar	<ul style="list-style-type: none"> ◆ build simple phrases and clauses into formulaic simple and compound sentences, with some subordination ◆ simple punctuation and capitalisation ◆ explore grammatical roles of words and phrases with functions of noun, verb, adjective, adverb, prepositions in sentences ◆ explore/revise functions of simple examples of <ul style="list-style-type: none"> — Mood: statement, question, instruction, exclamation — Tense: present, past — Aspect: simple, progressive, perfect — Voice: active, passive ◆ formation of questions with auxiliary (using 'do' where no auxiliary) ◆ conjunctions: and, but, so, or ◆ time markers: for, since, ago ◆ some modals for ability, future plan, obligation ◆ reported speech
Language and skills at Text/ paragraph level	Identify genre; model it; then scaffold learner practice in rhetorical organisation, layout & language features - linking sentences and sections of text, getting the right tone and level of formality. Use across the four skills: listening, reading, speaking, writing
National 3 Simple / routine / familiar	<ul style="list-style-type: none"> ◆ understand and use language for simple / routine everyday conversation ◆ form simple paragraphs with a main idea ◆ study models and produce simple versions of genres related to communication purpose / ways of talking about knowledge in a subject of study or work activity, eg simple instructions; narrations; recount; provide response to describe feelings and opinions; state or explain preferences; provide information, directions ◆ use simple connectives to sequence events in time, give reasons, stages, locate items in space

Listening	<ul style="list-style-type: none"> ✓ With support, listen to a limited range of different styles and modes of communication (visual, aural) in a limited range of accents, identify purpose and genre of simple monologues and 1:1 interactions on familiar topics; demonstrate understanding by response. ✓ Strategies: predict content from title or topic; listen for gist: listen for detail as directed; practice segmenting connected speech; identify tone and register in simple events; identify and interpret simply expressed feelings and opinions; practice listening with dictation and gap fills.
Reading	<ul style="list-style-type: none"> ✓ Learn to use reading strategies: predict content from title; skim; scan; read for gist; work out meaning from context; use simple dictionary to check exact meaning. ✓ Explore short written texts on familiar topics written for different purposes. ✓ Extract straightforward information for a specific purpose. Recognise simply expressed feelings and opinions. ✓ Use graded readers for extensive reading to develop fluency.
Speaking	<ul style="list-style-type: none"> ✓ With support, practise conveying meaning on general topics. ✓ Focus on pronunciation to be understood: word stress, rhythm and intonation in simple words and connected speech. ✓ Organise content to fit task purpose. Use some simple linking words to sequence and show basic logical relations. ✓ Interpersonal skills: Use co-operative conversation skills (turn taking/check understanding) to manage simple interactions with others, basic turn taking, politeness (thanking, asking for clarification, information, making arrangements). Use co-operatives strategies to keep conversation going (Oh that's nice! What a pity! etc). ✓ Role plays for simple phone calls, health, school, related events. ✓ Maintain vocabulary notebook for high frequency common items.
Writing	<ul style="list-style-type: none"> ✓ With support select a genre appropriate to communication purpose (see ILT2). Study the target product and work on the production process. Work with others to research and gather ideas, plan, draft, edit and re-draft. ✓ Record basic information on straightforward forms; attempt informal communication: notes to self, reflections, diary entries, with friends using text, e-mail, letters, responding to photos, videos etc. Produce simple formulaic letters/e-mails for different purposes. Draft basic formal communication: letter of enquiry, request; use basic punctuation correctly.

Illustrative Language Table 2 : Integrated tasks for all ESOL levels				
National 3 candidates should be working towards column 1				
Genre/purpose: Text response				
contexts	personal response	review	interpretation	critical response
purpose: personal	react emotionally, talk about how you feel about something (eg local area), thank, praise	talk about how you felt about an event	interpret the significance of an event or object	talk about how you make a decision, decide on the pros and cons (eg where to live)
purpose: social	find out how your friends feel about something	share feelings with friends about something in the past	decide how to respond to an invitation	think about how to advise a friend or how to ask a friend's advice
purpose: trans-actional	respond to an everyday communication	talk about how you responded to an everyday communication	consider a response to an official communication (from NHS, bank, local council etc)	consider the best approach to solving a transactional problem, viewing it from all angles
purpose: work	make a personal response to a work communication	talk about how you feel about a communication in the work place	consider business responses	consider the pros and cons of a business decision or strategy
purpose: study	talk/write about your feelings in response to a text	discuss a literary, visual or musical text	interpret the message of a text	challenge the message of a text
Genre/purpose: Stories				
contexts	recount	narrative	exemplum	anecdote
purpose: personal	recount personal events	talk about something that happened to you with a focus on the end or outcome	judge a character or behaviour in a story	tell something about yourself with a lesson or point in it
purpose: social	recount events with friends	tell a story that will interest friends with a focus on the end or outcome	state likes/dislikes	tell something about a social group with a lesson or point in it
purpose: trans-actional	recount events, eg at the library	report a transactional event with a particular outcome	carry out or complete a survey	advise or warn someone by telling them an exemplary tale
purpose: work	recount events at work	talk about a work situation or event where a problem was resolved	complete a form	report an event with a lesson for the work situation in it
purpose: study	recount events; methodology	resolve a complication in an academic story; discussion of results	report an event with a lesson in it, such as an accident or a great success	use analogy to make a point

		Genre/purpose: Procedures	
contexts	procedure	procedural recount	
purpose: personal	help a family member	talk about how you helped a family member	
purpose: social	give directions; organise an activity/event; talk about how you would like to do something	recommend shopping online	
purpose: transactional	complete forms	make phone calls/leave messages	
purpose: work	give instructions for procedure	talk about how something was done in the past	
purpose: study	detail how to do experiments /carry out observations	recount experiments and observations (methodology)	
		Genre/purpose: Information reports	
contexts	descriptive report	classifying report	persuasive report
purpose: personal	describe my house, an object or place	talk about things you are good at, likes and dislikes	think through pros and cons of a problem
purpose: social	describe a place where your family lives now or in the past	talk about group preferences and habits	persuade someone to accept an invitation, or make arrangements
purpose: transactional	do an internet search for something you need to buy	find out the kinds of shops, leisure facilities or schools available to you in your area	explain to a local councillor a need in your area
purpose: work	prepare or read applications	prepare or read CVs	explain to your boss a need for some new resource at work
purpose: study	classify and describe a phenomenon	classify and describe types of phenomenon	make a recommendation based on evidence

Genre/ purpose: Explanations				
contexts	sequential explanation	factorial explanation	consequential explanation	
purpose: personal	explain how to do something you often do	justify an opinion — giving reasons (factors) for how you feel/felt	explain the effects of an event on how you feel	
purpose: social	explain how to do something to a group	give causes or reasons for a decision to a group	give advice	
purpose: trans-actional	prepare and understand procedures in social structures	explain the thinking behind systems or procedures (eg finance and managing money)	recommend strategies for managing finance	
purpose: work	prepare and understand procedures at work	explain the thinking behind work systems or procedures	explain the thinking behind work strategies and long term goals	
purpose: study	explain a sequence of development or procedure	explain multiple factors that might contribute to or cause something, such as increased sales, drought	explain multiple effects	
Genre/purpose: Factual stories				
contexts	autobiographical recount	biographical recount	historical recount	historical account
purpose: personal	recount life events	recount life stages	recount family events in the past	explain how you learned something
purpose: social	talk to friends about their previous activities	tell friends about someone's life stages	recount friends, shared interests	explain how you became friends with a group
purpose: trans-actional	give a report of your medical history for the GP	report your family's medical history for your GP	recount cultural events, celebrations, social issues	explain how the health service worked in the past
purpose: work	prepare a CV to a future employer	recount life stages of someone at work	recount historical events of a trade or workplace	explain how a trade or workplace expanded or declined
purpose: study	recount methodology	recount chronological developments	recount historical events	explain historical events

	Genre/ purpose: Arguments	
contexts	exposition	discussion
purpose: personal	make arrangements; talk about something you would like to do	compare items, places, events to make a choice
purpose: social	enquire in order to set out a proposition that you want to take further, eg what venues are available for your planned event	find out information that will give you points for and against a social event/situation, eg holiday; sharing a house
purpose: transactional	make phone calls/leave messages	plan how to discuss an ailment with a doctor
purpose: work	use and understand problem solving strategies	consider/plan how to discuss something with a work colleague or boss
purpose: study	argue for a point of view	discuss two or more points of view; draw on informal or formal sources (as appropriate to learner level)

Appendix 2: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA’s website at: www.sqa.org.uk/sqa/14977.html.
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specification*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment*](#)
- ◆ [*Principles and practice papers for curriculum areas*](#)
- ◆ [*Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*](#)
- ◆ [*Coursework Authenticity: A Guide for Teachers and Lecturers*](#)
- ◆ [*SCQF Handbook: User Guide*](#) and [*SCQF level descriptors*](#)
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ◆ [*SQA Guidelines on e-assessment for Schools*](#)
- ◆ [*SQA Guidelines on Online Assessment for Further Education*](#)
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html
- ◆ Common European Framework of Reference web-page: www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf
- ◆ NALDIC — NATIONAL ASSOCIATION FOR LANGUAGE DEVELOPMENT IN THE CURRICULUM: www.naldic.org.uk
- ◆ ESOL Scotland: www.esolscotland.com
- ◆ Learning in 2+Languages — Education Scotland: www.educationscotland.gov.uk
- ◆ NATECLA: www.natecla.org.uk
- ◆ Skillswise: www.bbc.co.uk/skillswise
- ◆ All Talk British Telecom: www.btplc.com
- ◆ TALENT (Training Adult Literacy, ESOL and Numeracy Teachers): www.talent.ac.uk
- ◆ One-stop English: www.onestopenGLISH.com
- ◆ SQA ESOL learning and teaching materials: www.sqa.org.uk/esol
- ◆ SQA e-learning materials: www.sqa.org.uk/sqa/32008.html
- ◆ British Council ESOL Nexus (<http://esol.britishcouncil.org/>)
- ◆ *The concept of task complexity is illustrated in the Task Complexity Quadrant developed from North American work based on the BICS/CALP distinction (Jim Cummins 1979, cited in Colin Baker The Foundations of Bilingual Education and Bilingualism, Clevedon: Multilingual Matters, 2006:181).*
- ◆ The range of genres is illustrated in the ‘Genre wheel’ set out in the Australian work done by David Rose ‘Reading Genre: a new wave of analysis.’ In *Linguistics and the Human Sciences*.2:2, 2007, 185-204.

Administrative information

Published: May 2016 (version 2.0)

Superclass: FK

History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
2.0	Wording changes and clarifications throughout; information updated in 'General Guidance on the Unit'; in 'Approaches to Learning, Teaching and Assessment' section minor wording changes, clarifications; examples of themes/tasks/activities tables removed; wording on appropriate themes updated; Appendix 1: Reference Documents now Appendix 2, replaced by Appendix 1: Illustrative Language Tables (ILTs); Appendix 2: Coverage of the Four Skills removed. Replaced with Appendix 2: Reference documents, additional sources provided; Appendix 3: Contexts, topics and topic development removed.	Qualifications Manager	May 2016

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