

National Unit Specification: general information

UNIT English for Speakers of Other Languages: English for Study Purposes (Higher)

NUMBER DA9F 12

COURSE

SUMMARY

This unit aims to develop candidates' English, in all four skills, reading, writing, listening and speaking, to communicate effectively with others and to undertake a wide variety of tasks in educational contexts. The language development will be such that candidates become confident in undertaking the tasks required of them in further and higher education.

OUTCOMES

- 1 Make a presentation and participate in a follow-up discussion.
- 2 Extract and apply information from a spoken text.
- 3 Extract and apply information from a written text.
- 4 Produce a well-structured text based on given information.

RECOMMENDED ENTRY

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

- Intermediate 2 in English for Speakers of Other Languages: English for Study Purposes (Higher) or its component units
- University of Cambridge FCE
- IELTS 5.0 -5.5
- an equivalent qualification

Administrative Information

Superclass: FK

Publication date: August 2003

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: general information (cont)

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

CREDIT VALUE

1 credit at Higher (6 SCOTCAT points*) at SCQF level 6.

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

CORE SKILLS

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

National Unit Specification: statement of standards

UNIT English for Speakers of Other Languages: English for Study Purposes
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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 the Scottish Qualifications Authority.

The prescribed topic for this unit is ‘education’. Further information is given in the ‘Support Notes’.

OUTCOME 1

Make a presentation and participate in a follow-up discussion.

Performance criteria

- a) Organises the structure and content of the presentation appropriately.
- b) Demonstrates a knowledge of specialised vocabulary and a command of language sufficient to support the development of the topic in both the presentation and the discussion.
- c) Uses language strategies that are appropriate for effective participation in the discussion.
- d) Communicates clearly, accurately, with appropriate intonation and pronunciation in a way that can be understood by a speaker of English.

Evidence requirements

One presentation and follow-up discussion of approximately 8 to 10 minutes duration on a topic chosen by the candidate. The follow-up discussion should be with a speaker or a small group of speakers of English and develop the topic of the presentation.

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

OUTCOME 2

Extract and apply information from a spoken text.

Performance criteria

- a) Identifies the main topic and purpose of the text.
- b) Demonstrates the ability to extract key points and supporting detail taking notes on the text, where relevant.
- c) Identifies the attitudes or views of the speakers.
- d) Demonstrates the ability to interpret, infer and apply the information to a specific task accurately.

Evidence requirements

One listening activity in which the candidate is expected to apply information extracted to specific tasks of a verbal or visual nature eg brief summaries, graphs, tables etc., demonstrating that all the performance criteria have been fulfilled.

National Unit Specification: statement of standards (cont)

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(Higher)

The text will be formal and reflect the style of language a candidate would be expected to listen to in an academic context eg presentation, lecture, discussion. The listening text should be more than four minutes in duration and can be heard twice by the candidate. In selecting the texts, care should be taken not to select those which are culturally loaded. Use of a dictionary is not permitted.

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

- completion of key visuals such as diagrams, tables and charts
- note taking
- multiple choice
- sentence completion
- classification
- open/close
- summarising

OUTCOME 3

Extract and apply information from a written text.

Performance criteria

- a) Identifies the main topic, style and purpose of the text.
- b) Demonstrates the ability to scan, select and analyse information from the text.
- c) Identifies attitudes or views of the writers accurately.
- d) Demonstrates the ability to summarise information from the text.
- e) Applies the information to a specific task accurately.

Evidence requirements

One reading activity in which the candidate is expected to apply information extracted to specific tasks of a visual, oral or written nature eg brief summaries, graphs, tables etc, demonstrating that all the performance criteria have been fulfilled.

The text will be formal and reflect the style of language a candidate would be expected to read in an academic context at an introductory level. The text should be between 450-600 words. In selecting the texts care should be taken not to select texts which are culturally loaded.

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

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

- completion of key visuals such as diagrams, tables and charts
- note taking
- multiple choice
- sentence completion
- classification
- open/close
- summarising

National Unit Specification: statement of standards (cont)

UNIT English for Speakers of Other Languages: English for Study Purposes
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OUTCOME 4

Produce a well-structured text based on given information.

Performance criteria

- a) Produces writing appropriate to the purpose of the task.
- b) Demonstrates the ability to structure the text logically and coherently.
- c) Conveys meaning clearly through use of a range of vocabulary and conventions of grammar and style appropriate to the task.
- d) Writes in a way that errors of register, syntax, spelling and grammar do not impede comprehension.

Evidence requirements

One piece of writing, which will either be a report or discursive writing. The first and subsequent drafts of 250-350 words will be produced in response to given information, the final draft demonstrating that all performance criteria have been fulfilled.

The information on which the writing is based will be academic, relevant to the candidates and may be presented by the tutor visually, orally or in writing. In selecting the texts care should be taken not to select texts which are culturally loaded.

The topic for writing will be chosen from:

- current affairs
- personal identity
- social environment
- physical environment

The writing will be supported and produced under controlled conditions as described in guidance on approaches to assessment.

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

National Unit Specification: support notes

UNIT English for Speakers of Other Languages: English for Study Purposes (Higher)

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

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The purpose of this unit is to support candidates' language development in preparation for further or higher education. Candidates could either be young people who have joined the secondary school system or adult learners with previous knowledge of English.

Teachers and lecturers should ensure that the content relates to the candidate's interactions in both specialist English for Speakers of Other Languages (ESOL) provision and in mainstream classes. Where the unit is being undertaken in school, teachers should focus on aspects of the school curriculum and candidates interactions with subject teachers and other relevant people in the school.

Note on coverage of topics

The prescribed topic for this unit is:

- education

This should be interpreted to cover all aspects of the candidates' education. In schools and in colleges, where the candidate is studying other subjects, the topic should be based on the mainstream curriculum. Where the candidates are not currently undertaking other subjects, appropriate and relevant aspects of the topic should be identified to develop the necessary language skills for further study.

Ideally, the emphasis placed and time spent on the topic will be defined by the candidates' own priorities.

Listed below are examples of what could be expected of candidates. At this level, a working knowledge of the linguistic exponents of each would be expected.

Education

- identify strengths and areas for development in terms of language learning and other subjects
- understand instructions for developing language learning skills
- understand spoken and written instructions for classroom activities
- understand spoken and written information relating to areas of study
- understand opinion and attitude, infer meaning and draw conclusions
- talk, in some detail, about a subject in which they are interested
- take part in discussions, expressing their own opinions and obtaining opinions of others
- talk about future plans and make predictions
- analyse and interpret information of a verbal and visual nature eg graphs, tables and charts
- write texts on topics relating to areas of study and redraft this material
- make enquiries, face-to-face and on the telephone, about courses, funding and entry requirements
- understand information provided in relation to the above

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- write a short formal letter requesting details of a course and an application form
- write a CV and accompanying letter

To assist teachers or lecturers delivering this unit in a multilevel or language support situations, the content can be linked to topics in Intermediate 1 and Intermediate 2.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

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

The course materials used in the classroom need to reflect the world in which candidates are operating. In schools, materials should be integral to the mainstream curriculum. A wide variety of methods should be employed to maximise opportunities for practice of language. Candidates should be given maximum opportunity to practice and demonstrate all four language skills for study purposes. The learner should be encouraged to communicate readily with others, even if adventurous use of language leads to inaccuracies.

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

Listening

Candidates should be exposed to a wide range of different voices and accents, both live and recorded and should be encouraged to listen for overall meaning, key points and detail and recognise the implications of tone in the expression of opinions and attitudes. They should be given the opportunity to listen to different types of formal discourse and apply the information to different tasks. They should become aware of the different facets of spoken English and continue to focus on developing the accuracy of their listening skills and their ability to infer meaning. At this stage in their language development learners should be able to make useful notes on what they have listened to and should be given the opportunity to do this in less structured tasks.

Speaking

In order for the learner to give a presentation and participate in a discussion they must have the opportunity to develop and use the necessary skills in their interactions with others. Opportunities for practice of language should be maximised through pairs and in the classroom, and learners encouraged to make short presentations on relevant topics and take part in discussions. Analysing spoken English, with an increasing focus on accuracy and features of the language, will contribute to the development of appropriate skills at this level.

Teachers and lecturers should also ensure that candidates develop the necessary study skills to research topics for presentations.

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Candidates should become accustomed to being recorded for the purposes of assessment and to analyse and identify ways of improving their oral skills.

Reading

Candidates should be given experience of a range of academic texts and extensive practice in the question types which will be used to assess their reading. In schools, this would include working with texts they meet in other subjects. At this level candidates should be encouraged to analyse texts in terms of purpose, author's style and intended audiences and to understand the text using semantic, syntactic and grammatical cues. Their ability to infer meaning and hypothesise should also be developed. They should also begin to develop skills in note-taking from a text and summarising information. Candidates should be encouraged to read widely and continue to learn to use dictionaries and other reference material is essential.

Writing

Writing activities undertaken by the candidates at this stage should be varied and integrated into the work done in the other skills. The aim in this unit is to make candidates feel competent at undertaking the kind of writing tasks that will be required of them and to increase their confidence in writing. Candidates should become familiar with the different ways in which they are asked to provide information in study contexts. They should make use of a range of discursive and report writing models, and with a focus on improving the accuracy of their work, pay particular attention to the conventions for the subject in terms of functions, grammatical structure, style and vocabulary. Feedback from the teacher, correction of texts and redrafting will form an essential part of this process.

In school language functions, activities and text types should arise during normal class lessons.

In colleges, lecturers may wish to use as a checklist for their programme of work for this unit in the following functions, activities and text types:

Functions

- classifying
- comparing
- following/giving instructions
- describing
- questioning
- evaluating
- expressing opinion
- explaining
- hypothesising
- planning/predicting
- reporting
- sequencing

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English for Study Purposes (Higher)

Activities

- listening for pronunciation practice
- class, group and pair practice of target language
- conversations with candidates and others
- interactions with others in the educational establishments
- making presentations
- participating in one-to-one and group discussions
- recording and analysing interactions
- information gap exercises
- role playing exercises
- listening and reading comprehension in a variety of formats
- distinguishing facts from opinions
- identifying the purpose of written or spoken information
- matching written or spoken information to other texts
- extracting information from and completing tables, diagrams, graphs and grids
- extracting information and comparing with another candidate or answer key
- dictation
- correcting errors in texts individually and in pairs and groups
- writing and redrafting texts individually and in pairs and groups
- maintaining a vocabulary notebook
- using a range of CALL materials

Text types

- spoken and written information, instructions and descriptions from the teacher and others
- recordings of presentations, lectures and discussions
- magazines, journals, newspapers, books, brochures, leaflets and advertisements
- notes, summaries and abstracts
- published text books, learning packs, worksheets and audio and video material used in other subjects
- published text books, audio and video material for intermediate/advanced learners of English
- extracts from TV and radio
- a range of computerised materials

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

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

National Unit Specification: support notes (cont)

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

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

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

Outcome 1 Make a presentation and participate in a follow-up discussion

Candidates will be required to make a short, previously prepared presentation to the assessor and to follow on from this with a short discussion. The aim of this task is to develop the candidate's ability to present information meaningfully and interact with other people on a specific topic. Candidates' interactions should reflect the real life situations that they may encounter in school or college or in the wider world.

Ample practice for this particular assessment task should be provided through the regular pair work, group work and role-play undertaken in class or with the candidate in a language support setting.

Candidates should prepare their presentation prior to the assessment and be encouraged to do the appropriate research. Notes can be used for the presentation, but the candidate should not have knowledge of the discussion points which will be raised by the assessor. Candidates should be encouraged to seek clarification of the task before they are assessed.

Use of a bilingual or English-to-English dictionary and other reference material is permitted while the candidate is undertaking research but not during the presentation or discussion.

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

Outcome 2 Extract and apply information from a spoken text

The spoken text should be set in an educational context eg a short talk, presentation or lecture on a topic relevant to the candidate. The use of spoken information should reflect the text types and tasks that candidates are likely to encounter across the curriculum or in the course of their studies. Care should be taken not to select texts which are culturally loaded.

Candidates will be expected to demonstrate an understanding of the text by undertaking tasks selected from the following:

- completion of key visuals such as diagrams, tables and charts
- note taking
- multiple choice
- sentence completion
- classification

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English for Study Purposes (Higher)

- open/close
- summarising

Although there are no time restrictions, the task should be carried out in a reasonable time and during one period or class (60 minutes). The listening text can be heard twice. Use of a dictionary is not permitted.

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

Outcome 3 Extract and apply information from a written text

The sources for texts may include articles and reports from newspapers, magazines and journals and extracts from text books for other subjects. Candidates will be expected to demonstrate understanding of the text by undertaking tasks selected from the following:

- completion of key visuals such as diagrams, tables and charts
- note taking
- multiple choice
- sentence completion
- classification
- open/close

Although there are no time restrictions, the task should be carried out in a reasonable time and during one period or class (60 minutes). A glossary of terms likely to prove difficult may be provided at the end of the text.

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

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

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

Outcome 4 Produce a well-structured text based on given information

Clear guidance will be provided in the assessment task, as to what is expected and in what format. The text or texts which provide the given information should be on a topic familiar to the candidate. The writing will be between 250-350 words.

The candidate will have the opportunity to redraft their work. Both the original drafts, including any lecturer or teacher comments, and final versions must be retained by the centre.

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

National Unit Specification: support notes (cont)

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(Higher)

SPECIAL NEEDS

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