

National Unit Specification: general information

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

NUMBER DA9G 12

COURSE

SUMMARY

This unit aims to develop candidates' English, in all four skills, reading, writing, listening and speaking, to communicate effectively with others in a wide range of vocational contexts. The language development will occur in such a way as to make candidates confident in undertaking tasks in the workplace and on vocational training courses.

OUTCOMES

- 1 Make a presentation and participate in a follow-up discussion.
- 2 Extract information from spoken communication.
- 3 Extract information from written communication.
- 4 Convey information in writing.

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 (ESOL) or its component units
- University of Cambridge FCE
- IELTS 5.0 – 5.5
- an equivalent qualification

Administrative Information

Superclass: FK

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National Unit Specification: general information (cont)

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

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 Work Purposes (Higher)

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 'employment'. 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) Uses appropriate English with sufficient clarity and accuracy to 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 related to the vocational area and 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. This recording forms part of the external assessment requirements.

OUTCOME 2

Extract information from spoken communication.

Performance criteria

- a) Identifies the main topic and purpose of the communication.
- b) Demonstrates the ability to extract key points and supporting detail.
- c) Identifies the attitudes or views of the speakers.
- d) Demonstrates the ability to apply the information to a specific task accurately.

Evidence requirements

One listening activity in which the candidate demonstrates that all the performance criteria have been fulfilled.

National Unit Specification: statement of standards (cont)

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

The text will reflect the style of language a candidate would be expected to listen to in the workplace eg job interview, presentation, discussion, meeting, instructions, telephone call.

The listening text should be no 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.

- note taking
- multiple choice
- sentence completion
- summarising
- short-answer questions

OUTCOME 3

Extract information from written communication.

Performance criteria

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

Evidence requirements

One reading activity in which the candidate is expected to apply information extracted to a specific task, 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 a vocational context eg instructions, correspondence, reports etc. The text should be between 450-600 words. The length of the text will be dependent on its purpose, but where it is appropriate to use shorter texts, two related texts could be used. In selecting the texts care should be taken in not selecting 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:

- note taking
- multiple choice
- sentence completion
- summarising
- short-answer questions

National Unit Specification: statement of standards (cont)

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

OUTCOME 4

Convey information in writing.

Performance criteria

- a) Uses conventions of layout and style appropriately.
- b) Demonstrates that structure and content are appropriate to purpose and audience.
- c) Conveys meaning clearly through use of a range of vocabulary and sentence structure.
- d) Uses language with a degree of accuracy appropriate to purpose and audience.

Evidence requirements

Written evidence of 250-350 words, consisting of a letter or report and an e-mail, memo or fax related to the content of the letter or report in response to a clearly defined task. The evidence must demonstrate that all the performance criteria have been fulfilled.

The candidate will have the opportunity to redraft and 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 Work 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 employment. Candidates could either be young people who have joined the secondary school system or adult learners with little previous knowledge of English.

Teachers in schools should ensure that the content relates to candidates' plans to enter the employment market or appropriate vocational training. The content of the unit should provide candidates with the necessary job search and interview skills as well as equipping candidates to operate in a workplace.

Adults undertaking the unit may already be employed or seeking employment or vocational training. Content of the course should relate to the candidate's aims and enable them to access the employment market or vocational training at a level appropriate to the qualifications that they have already attained, and further develop their language skills for operating in the workplace.

Note on cover of topics

The prescribe topic for this unit is:

- employment

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

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

Employment

- describe what work they have done, are doing or would like to do
- describe skills and abilities relevant to particular jobs
- read texts relating to employment opportunities eg advertisements, job description
- make enquiries, face-to-face and on the telephone, about the availability and conditions of employment eg pay, hours of work, holidays, job description
- understand information provided in relation to the above
- write a formal letter requesting details of a job and an application form
- complete job application forms with some assistance
- write a CV and accompanying letter
- understand the conventions of job interviews and be able to respond to and ask questions in an interview

National Unit Specification: support notes (cont)

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

- understand and give instructions relating to a particular job
- take part in discussions about a particular work task
- take part in meetings and be familiar with agendas, minutes etc
- read instructions, regulations and correspondence
- be familiar with methods of communication in the workplace eg fax, memo, e-mail, message etc.
- write appropriate correspondence and reports

To assist teachers or lecturers delivering this unit in a multilevel or language support situation, the content can be linked to topics in Intermediate 1 and 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 of employment and vocational training in which candidates will be expected to operate. In schools, materials used could relate to work experience or other related areas of the curriculum. A wide variety of methods should be employed to maximise opportunities for practice of language. The learner should be encouraged to communicate readily with others, even if adventurous use of language leads to inaccuracies.

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.

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 pair and group work 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.

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

National Unit Specification: support notes (cont)

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

Reading

Candidates should be given experience of a range of texts and extensive practice in the question types which will be used to assess their reading. At this level candidates should be encouraged to analyse texts in terms of the purpose of the communication, identifying easily the expected response, using semantic, syntactic and grammatical cues. Their ability to infer meaning and draw conclusions should also be developed. 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 in order to obtain employment and operate in the workplace and to increase their confidence in writing. Candidates should become familiar with the different ways in which they are asked to provide information when applying for employment or undertaking tasks in the workplace. They should make use of a range of correspondence and report writing models, and with a focus on improving the accuracy of their work pay particular attention to the conventions of the various types of written material 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 both Access 3 and Intermediate 1 a list of functions is provided for teachers and lecturers to use as a checklist. However at Intermediate 2 and Higher, such a detailed checklist was deemed to be too lengthy for inclusion in the support notes. Should teachers and lecturers wish to consult such a list, this can be found in English for Speakers of Other Languages (ESOL) text books, Threshold and Vantage levels of the Council of Europe publications.

In addition to the prescribed themes and topics, lecturers and teachers may wish to use as a checklist for their programme of work for this unit the following 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 Work Purposes (Higher)

Activities

- listening for pronunciation practice
- class, group and pair practice of target language
- reading and practising dialogues
- conversations with candidates and others
- interactions with others in the educational establishments
- making presentations
- participate in one-to-one and group discussions
- recording and analysing interactions
- information gap exercises
- role playing exercises
- authentic interactions, including phone calls
- taking part in meetings and being familiar with agendas, minutes etc
- 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 candidates 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 interviews, instructions, presentations, conversations and discussions
- job advertisements, course information and job descriptions
- magazines, journals, newspapers, books, brochures and leaflets
- forms, notes, faxes, e-mail, memos, formal letters and reports
- published text books, audio and video material for intermediate/advanced learners of English
- short extracts from TV and radio
- using 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 provided by SQA.

National Unit Specification: support notes (cont)

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

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.

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 course which are appropriate and correspond to the candidates 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 seeking employment or in the workplace.

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 information from a spoken communication

The spoken communication should be relevant to the candidate and set in an vocational context eg job interview, presentation, discussion, meeting, instructions, telephone call. 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:

- note taking
- multiple choice
- sentence completion
- summarising
- short-answer questions

National Unit Specification: support notes (cont)

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

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 information from a written communication

The sources for texts may include eg instructions, correspondence, reports etc. Candidates will be expected to demonstrate understanding of the text by undertaking tasks selected from the following:

- note taking
- multiple choice
- sentence completion
- summarising
- short-answer questions

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 when seeking employment or in the workplace. 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 Convey information in writing

The candidate will be presented with a clearly defined task which entails writing a letter or report and a related e-mail, memo or fax. Combined the writing will be between 250-350 words. The following are examples of the type of task which could be expected of the candidate: a letter of application for a job which involved e-mailing the employer for further information or to inform them of some additional details, or a response to some correspondence in a place of work which entailed sending a memo to another member of staff informing them of the action taken.

The candidate will have the opportunity to redraft their work. The first draft and any necessary redraft will each be produced within one teaching block/period (60 minutes). Both the original drafts, including any lecturer or teacher comments, and final versions must be retained by the centre.

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

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English for Work Purposes (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).