



## Higher National Unit Specification

### General information

**Unit title:** Language and Learning in ESOL (SCQF level 6)

**Unit code:** F43X 33

**Superclass:** GC

**Publication date:** September 2020

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

This unit is designed for people who are tutoring, or intend to tutor, English for Speakers of Other Languages (ESOL) learners as volunteers or assistants. Candidates may have no prior ESOL teaching/tutoring qualifications. The unit provides an introduction to the core knowledge required to work with ESOL learners in a supported context.

While the unit is expected to be undertaken by those new to the field of ESOL, it might also be appropriate for teachers of other subjects who have ESOL learners in their classes and, therefore, wish to develop a broader understanding of issues related to English language development and how this might impact on their own teaching/tutoring contexts. It might also be appropriate for those working in community learning and development who have an added ESOL responsibility.

This is the first of two units which make up the *PDA: Introduction to Tutoring ESOL*. and) provides essential underpinning knowledge for the second unit, *Developing ESOL Tutoring Skills* (F43W 33)

### Outcomes

On successful completion of the unit the candidate will be able to:

- 1 Explain factors affecting ESOL learning.
- 2 Identify lexical, grammatical and phonological features of the English language.
- 3 Describe language skills.
- 4 Explain factors affecting language selection in ESOL tutoring.

## Higher National Unit Specification: General information (cont)

**Unit title:** Language and Learning in ESOL (SCQF level 6)

### Credit points and level

1 Higher National Unit credit at Scottish Credit and Qualifications Framework (SCQF) level 6: (8 SCQF credit points at SCQF level 6)

### Recommended entry to the unit

Access to the qualification is at the discretion of the centre and it is strongly recommended that centres use selection criteria, including interview and a written statement from the potential candidate, to ensure candidates will be able to cope with the language competences necessary to achieve the qualification.

Although there are no formal entry requirements for this award, it is recommended that candidates should have, or should be working towards, an SCQF level 5 qualification or equivalent in Communication/English, for example, National 5 English C824 75.

Candidates whose first language is not English should have English language competence at least at SCQF level 6 (CEFR C1) across the four linguistic skills of listening, speaking, reading and writing, for example, C827 76 Higher ESOL.

### Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

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

### Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

This unit is the first of two units which make up the PDA: Introduction to Tutoring ESOL. The PDA is intended for candidates who:

- ◆ are new to the field of ESOL delivery
- ◆ are following a training programme for ESOL volunteer tutors or tutor assistants
- ◆ are already involved in the delivery of ESOL and seek recognition through national certification
- ◆ are teachers/tutors of other subjects with ESOL learners in their classes
- ◆ have an added ESOL responsibility in their work.

This unit is intended for candidates who will deliver ESOL in a supported context.

It should be delivered in the context of a suitable training programme, which aims to enable candidates to contribute to tutoring in ESOL.

## **Higher National Unit Specification: General information (cont)**

**Unit title:** Language and Learning in ESOL (SCQF level 6)

### **Equality and inclusion**

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Higher National Unit Specification: Statement of standards

### Unit title: Language and Learning in ESOL (SCQF level 6)

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

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment.

#### Outcome 1

Explain factors affecting ESOL learning.

##### Knowledge and/or skills

- ◆ Context for ESOL learning
- ◆ ESOL Learner background
- ◆ Motivation
- ◆ Barriers to learning
- ◆ Cultural issues
- ◆ Learning styles

#### Outcome 2

Identify lexical, grammatical and phonological features of the English language.

##### Knowledge and/or skills

- ◆ Word formation
- ◆ Parts of speech
- ◆ Sentence structure
- ◆ Tenses
- ◆ Pronunciation (sounds, stress and intonation)

#### Outcome 3

Describe language skills.

##### Knowledge and/or skills

- ◆ Listening
- ◆ Speaking
- ◆ Reading
- ◆ Writing

## Higher National Unit Specification: Statement of standards (cont)

**Unit title:** Language and Learning in ESOL (SCQF level 6)

### Outcome 4

Explain factors affecting language selection in ESOL tutoring.

#### Knowledge and/or skills

- ◆ Language grading
- ◆ Language learning levels
- ◆ Functions and exponents
- ◆ Lexical selection

#### Evidence requirements for this unit

Candidates will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes.

#### Outcome 1 — Explain factors affecting ESOL learning

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ Explain a context in which ESOL learning occurs. The explanation must include at least two of the following: who, where, when, why.
- ◆ Explain how three of the following factors affect learning: learner background, motivation, barriers to learning, cultural issues and learning styles. This explanation must consider both positive and negative aspects.

The evidence will be a written assessment of approximately 600 words or a presentation of approximately 10 minutes. It can be completed in open-book conditions. Candidates must meet all the evidence requirements to achieve the outcome.

#### Outcome 2 — Identify lexical, grammatical and phonological features of the English language

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ identify prefixes and suffixes, synonyms, antonyms, compounds
- ◆ identify parts of speech. This must include article, adjective, noun, pronoun, main verb, auxiliary verb, adverb, preposition, conjunction.
- ◆ identify word order and sentence structure.
- ◆ identify simple, continuous and perfect aspects of past, present and future forms. Not every possible combination needs to be discretely assessed.
- ◆ identify the number of syllables and main stress in words ranging from two to five syllables.
- ◆ identify the stress and intonation in short positive and negative statements, and questions.

## Higher National Unit Specification: Statement of standards (cont)

### Unit title: Language and Learning in ESOL (SCQF level 6)

Candidates must identify all the above to achieve this outcome through a closed-book test of approximately 50 items, within one hour. Assessment should address both meaning and form. Candidates must meet all the evidence requirements to achieve the outcome. It is not necessary for candidates to achieve full marks and the assessment exemplars for this unit provide guidance on this.

#### Outcome 3 — Describe language skills

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by describing the language skills in relation to tutoring ESOL learners in the following areas:

- ◆ the process of listening — this must include how and why people listen.
- ◆ the skills of speaking — this must include aspects of fluency and accuracy.
- ◆ the process of reading — this must include how and why people read.
- ◆ the process of writing — this must include how and why people write.

Candidates will achieve this outcome through a closed-book test of approximately 30 items, within 30 minutes. Candidates must meet all the evidence requirements to achieve the outcome. It is not necessary for candidates to achieve full marks and the assessment exemplars for this unit provide guidance on this.

#### Outcome 4 — Explain factors affecting language selection in ESOL tutoring

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ Explain how a tutor needs to adapt their spoken language to the learning context — this explanation must include why, when and how.
- ◆ Explain the relationship between learner level and language taught — this explanation must consider the complexity of the exponents of functions and lexis.

The evidence will be a written assessment of approximately 600 words or a presentation of approximately 10 minutes. It can be completed in open-book conditions. Candidates must meet all the evidence requirements to achieve the outcome.



## Higher National Unit Support Notes

**Unit title:** Language and Learning in ESOL (SCQF level 6)

Unit support notes are offered as guidance and 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

This unit is the first of two units which make up the *PDA: Introduction to Tutoring ESOL*. It is intended for people who are tutoring, or intend to tutor, ESOL learners, as volunteers or assistants, are interested in ESOL tutoring or who, in their work, have an added ESOL responsibility. It should be delivered in the context of a suitable training programme, which aims to enable candidates to contribute to tutoring in ESOL.

The outcomes have been arranged so that there is a logical progression from:

- 1 factors affecting learning, to
- 2 the candidate's own language and skills awareness, to
- 3 how 1 and 2 have implications for delivery.

#### Outcome 1

Candidates should understand the current context of ESOL provision at both local and national level. This should include where and how often the learning takes place, who the target audience is and what support mechanisms are available. The focus is on the learner, their background and the factors which affect ESOL learning. This will include:

- ◆ considerations of countries of origin and language background, educational experience, or lack of it
- ◆ reasons for learning, such as for personal/social purposes, including citizenship, for study purposes, for work purposes
- ◆ barriers to learning such as first language interference, level of literacy and ICT skills, study skills, the affective variable, (eg surroundings, emotional factors), family and work constraints
- ◆ cultural issues, such as interaction between cultures, gender issues, and educational expectations
- ◆ learning styles, such as visual, audio, and kinaesthetic preferences

Candidates should recognise the importance of all the above in contextualising ESOL tuition to make it relevant to the learners and their experience. They should be familiar with and understand the learner-centred (social practice) approach, which puts the learner and their needs at the centre of ESOL learning.

## Higher National Unit Support Notes (cont)

**Unit title:** Language and Learning in ESOL (SCQF level 6)

### Outcome 2

Candidates should develop a basic understanding of how English language works in the context of ESOL delivery. They should become familiar with basic lexical, grammatical and phonological terminology, the relationship between form and meaning and develop an awareness of their own spoken and written language.

- ◆ 'Word formation' includes prefixes and suffixes, synonyms, antonyms, compounds.
- ◆ 'Parts of speech' includes articles, adjectives, nouns, pronouns, main verbs, auxiliary verbs, adverbs, prepositions, conjunctions.
- ◆ 'Word order' includes subject + verb + object.
- ◆ 'Sentence structure' includes statement, negative and interrogative (question) forms.
- ◆ 'Tenses' includes the simple, continuous and perfect aspects of past, present and future forms.
- ◆ 'Individual sounds' includes sounds which might cause problems for learners and identifying the number of syllables and main stress in words ranging from two to five syllables.
- ◆ 'Stress and Intonation' includes identifying the stress and rise and fall of tone in short positive and negative statements, and questions.

### Outcome 3

Candidates should develop a basic understanding of the four skills, and related subskills:

- ◆ reading/listening for gist
- ◆ reading/listening for detail
- ◆ reading — skimming and scanning
- ◆ speaking — fluency, accuracy and how these influence correction techniques
- ◆ writing — layout, purpose, genre, grammar, spelling and punctuation

Candidates should also become aware of how the four skills are integrated and developed in the ESOL tutoring context.

### Outcome 4

Centres should make candidates aware of general learner levels from beginner (SCQF level 2, CEFR A1) to advanced (SCQF level 6, CEFR C1). They should also deal with learners' differing levels across the four skills, commonly referred to as 'spiky/jagged profiles'.

Candidates should also become aware of two different aspects of language selection in ESOL tutoring.

- 1 How a tutor monitors and modifies their own language use, especially spoken, depending on learner level. This should include such areas as giving instructions, giving feedback, questioning and classroom management.
- 2 How a tutor selects appropriate functional language and lexis to present, depending on learner level.

Observation of different levels of ESOL learners would help to illustrate the above.



## Higher National Unit Support Notes (Cont)

**Unit title:** Language and Learning in ESOL (SCQF level 6)

### Guidance on approaches to delivery of this unit

It is suggested that centres use a wide range of delivery methods appropriate to both face to face and online training environments. This could include lectures, groupwork, workshops, loop input, peer teaching.

Observation of qualified teachers, in real time in the physical learning environment or on an on-line platform or recordings, could be integrated into this unit. Use of a wide variety of teaching resources, such as on-line platforms, ICT, audio and video recorders, smart boards, realia, may help familiarise candidates to the kinds of resources they might encounter in a tutoring situation.

Centres should take care to develop and deliver courses appropriate to the learners which candidates may encounter. These could include not only adult learners but also primary and secondary pupils.

It is particularly important that centres and their respective courses take account of the context in which candidates are (or will be) delivering ESOL and that the course content specifically addresses this.

### Outcome 1 — Explain factors affecting ESOL learning

Areas to consider when devising training sessions:

- ◆ Context for ESOL learning
- ◆ ESOL learner background
- ◆ Motivation
- ◆ Barriers to learning
- ◆ Cultural issues
- ◆ Learning styles

Centres may wish to consider delivering a lesson in another language (which is unknown to the candidates), where candidates take on the role of language learners. This will provide candidates with a 'real life' experience of beginning to learn a language and help to develop insights into the issues affecting language learning from a beginner's perspective.

## Higher National Unit Support Notes (cont)

**Unit title:** Language and Learning in ESOL (SCQF level 6)

### **Outcome 2 — Identify lexical, grammatical and phonological features of the English language**

When delivering this outcome centres should expose candidates to a range of reference resources such as grammar books, websites, ESOL/EFL coursebooks for both tutors and learners, so that the candidates can continue their own language development independently.

In current ESOL practice meaning and form are closely linked and the emphasis is on meaning before form. It is envisaged that centres will look at meaning as well as form when delivering this outcome. For example, when looking at past simple and past continuous, candidates will be made aware not only of the form of the two tenses and their names but also that the past simple is used for completed actions in the past, whereas the past continuous is used for longer background actions.

Centres will be aware of the difficulty faced by candidates coming to terms with language awareness terminology. It is suggested, therefore, that centres include frequent formative assessment in their delivery programme. Summative assessment can take place at any time once all evidence requirements have been covered and candidates feel confident.

### **Outcome 3 — Describe language skills**

When delivering this outcome centres should focus on how and why people listen, read and write in their own language. The different situations in which people speak and how this can affect style of speech should also be considered. Centres should highlight to candidates that skills rarely occur on their own and that communication usually involves integration of a number of skills. Ways of staging skills sessions with ESOL learners also need to be covered.

Summative assessment can take place at any time once all evidence requirements have been covered and candidates feel confident.

### **Outcome 4 — Explain factors affecting language selection in ESOL tutoring**

This outcome is seen as a bridge between this unit and the next, in that it focuses on the more practical aspects of tutoring. It encourages candidates to apply their newly acquired language awareness knowledge to the learner and the learning context.

As there are two main areas in this outcome, it is suggested that the approach to delivery is in two parts reflecting the guidance on the approach to assessment.

Care should be taken when providing observation of tutoring sessions that candidates are given the opportunity to watch practitioners who are experienced and qualified in the ESOL field to view good practice.

## Higher National Unit Support Notes (cont)

**Unit title:** Language and Learning in ESOL (SCQF level 6)

### Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable for candidates.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where candidates experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

With reference to candidates' written English, centres should ensure that candidates can produce writing which is at SCQF level 6. The general skill for the component Written Communication of the Core Skill *Communication* at SCQF 6 is 'Produce well-structured written communication on complex topics'. Further guidance on this can be found in the Core Skills framework, but, as a general guide, candidates must:

- ◆ present all essential ideas/information and supporting detail in a logical and effective order
- ◆ use a format, layout and word choice which are appropriate to the content and context, adapted to meet the needs of the target audience and effective in meeting the purpose
- ◆ where a prescribed format is used, it should be used consistently and effectively
- ◆ use spelling, punctuation and sentence structures which are consistently accurate (a few errors may be present but will not be significant)
- ◆ use some specialist vocabulary where appropriate

In the case of oral assessment, the centre should consider the Core Skill *of Oral Communication* at SCQF level 6 as an appropriate benchmark for achievement. The general skill here is 'Produce and respond to oral communication on a complex topic.' Further guidance on this can be found in the Core Skills framework, but, as a general guide, candidates must:

- ◆ structure communication to take full account of purpose and audience
- ◆ convey all essential information, opinions or ideas with supporting detail accurately and coherently and with varied emphasis as appropriate
- ◆ use vocabulary and a range of spoken language structures consistently and effectively at an appropriate level of formality
- ◆ use some complex or specialist language where appropriate
- ◆ use supporting images (using IT or multimedia tools) where appropriate, slides, illustrations, models or images
- ◆ take account of situation and audience during delivery (eg pace, eye contact, posture, gesture)
- ◆ respond to others, taking account of their contributions (eg listening, responding, clarifying, summarising)

## Higher National Unit Support Notes (cont)

**Unit title:** Language and Learning in ESOL (SCQF level 6)

### **Outcome 1 — Explain factors affecting ESOL learning**

This assessment can have a general approach or can be based around a candidate's experience of a specific learner/group of learners.

Different scenarios for assessment of this outcome are envisaged, which could easily be appropriately contextualised. Contextualised assessment could be a written and/or spoken presentation, in the context of, for example, a way of cascading information learnt to fellow workers or peers, or a report to an employer or tutor in response to a request for information about factors affecting ESOL in the local area.

Assessment without a specific context could take the form of an essay or presentation which draws upon the candidate's understanding of the issues that have been covered, prepared for a general audience. Both outcome 1 and outcome 4 provide the option of a presentation or essay, where feasible evidence for at least one of these outcomes should be written.

### **Outcome 2 — Identify lexical, grammatical and phonological features of the English language**

This outcome can also be assessed along with outcome 3 by means of a closed-book test of approximately 80 items, with a recommended time of 1 hour and 30 minutes. Tasks can include matching exercises, multiple choice, odd one out, and re-ordering activities.

Summative assessment can take place at any time once all evidence requirements have been covered and candidates feel confident.

### **Outcome 3 — Describe language skills**

This outcome can also be assessed along with outcome 2 by means of a closed-book test of approximately 80 items, with a recommended time of 1 hour and 30 minutes. Tasks can include matching exercises, multiple choice, odd one out, and re-ordering activities.

Summative assessment can take place at any time once all evidence requirements have been covered and candidates feel confident.

### **Outcome 4 — Explain factors affecting language selection in ESOL tutoring.**

When providing observation of tutoring sessions candidates should watch practitioners who are experienced and qualified in the ESOL field to view good practice.

As there are two main areas in this outcome, it is suggested that assessment is in two parts. The first could be a theoretical explanation of the tutor's own use of language in the tutoring situation, including how and when to grade language. The second, dealing with selection of language to introduce and practise, could take a more practical approach and this would most easily be done through a case study of a learner or learners through observation of live or recorded interview or tutoring sessions.

Both outcome 1 and outcome 4 provide the option of a presentation or essay, where feasible evidence for at least one of these outcomes should be written.

## Higher National Unit Support Notes (cont)

**Unit title:** Language and Learning in ESOL (SCQF level 6)

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of *Communication* at SCQF level 6, *Problem Solving* at SCQF level 6, *Working with Others* at SCQF level 4 and *Information and Communication Technology (ICT)* at SCQF level 4 in this unit, although there is no automatic certification of Core Skills or Core Skills components.

Candidates are expected to read and understand complex information. They should identify and summarise significant information, ideas and notions about ESOL and the English Language. Candidates can develop their writing skills through the production of explanatory Accounts and other related course activities such as keeping a reflective diary of their learning experience, as well as notetaking to summarise discussions.

Candidates can develop their oral communication skills through the presentation of findings, the exploration of standard English usage and selection of language appropriate to purpose, setting and audience.

Candidates will take part in group activities, face to face and/or online when exploring language and during joint information feedback sessions. You should encourage candidates to collaborate when carrying out formative tasks.

Candidates will make use of the internet, VLE, web conferencing facilities, PowerPoint and word-processing packages.

*Problem Solving* will be enhanced through exploratory tasks on language form and function and the relationship of learner need/level/context with selection of language to be used and activated.

## History of changes to unit

Version	Description of change	Date
02	Transferred to new shell document and some updating.	25/09/20

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## General information for candidates

### Unit title: Language and Learning in ESOL (SCQF level 6)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This is the first of two units in the *Professional Development Award: Introduction to Tutoring English to Speakers of Other Languages*. The unit has a credit value of 1 HN credit at SCQF level 6: (8 SCQF credit points at SCQF level 6).

This unit introduces the learner-centred (social practice) approach to tutoring ESOL. This approach will be developed throughout the award. It considers the diversity of ESOL learners and learning and sees the ESOL learner as a unique individual, whose own knowledge, skills and attitudes will impact on their language learning.

This unit develops your own explicit knowledge of the structure (framework) of English language in the areas of lexis, grammar and phonology (pronunciation features such as stress patterns, rhythm and intonation). It considers how meaning and form are inextricably linked in language.

It explores the four main skills (listening, speaking, reading and writing) and constituent subskills associated with language development.

Finally, it develops an awareness of the implications of these previous components for ESOL delivery in terms of language selection appropriate to purpose, setting and audience.

### Assessment

The unit is made up of four outcomes. The outcomes have been arranged so that there is a logical progression from:

- 1 factors affecting learning (outcome 1), to
- 2 your own language and skills awareness (outcomes 2 and 3), to
- 3 how 1 and 2 have implications for ESOL delivery (outcome 4).

To achieve this unit you are required to demonstrate that you have acquired sufficient knowledge and understanding in each outcome.

Assessment for the unit will be through:

- (a) written or oral assignments for outcomes 1 and 4
- (b) closed-book test(s) for outcomes 2 and 3.

### Core Skills

Participation in this course will provide opportunities to develop all Core Skills, in particular *Communication* (SCQF level 6), *Problem Solving* (SCQF level 6), *Working with Others* (SCQF level 4) and *Information and Communication Technology (ICT)* (SCQF level 4). The unit *Developing ESOL Tutoring Skills* has *Problem Solving* at SCQF level 6 embedded, which means certification will be automatic upon successful completion of the full award *PDA: Introduction to Tutoring of English to Speakers of other Languages*.

## **General information for candidates**

**Unit title:** Language and Learning in ESOL

### **Progression opportunities**

This unit is the first of two units in the *Professional Development Award: Introduction to Tutoring ESOL*. The award is designed as a first stage, introductory qualification for ESOL practitioners.

It is anticipated that this award will facilitate progression onto other qualifications within a Professional Development Framework for ESOL practitioners in Scotland. It facilitates progression to other qualifications such as Cert TESOL (Trinity College, London) and CELTA (Cambridge ESOL), although there is no automatic guarantee of progression onto a course leading to these qualifications as the relevant awarding bodies and course providers may have specific selection criteria.