



Higher National Unit specification: general information

Unit title: English Language Frameworks (TESOL)

Unit code: FE70 36

Superclass: GC

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Unit purpose

This Unit is designed for candidates who intend to deliver, or are already delivering, ESOL in a variety of teaching contexts. The primary focus is on adult ESOL learning. It is designed to enable candidates to develop the skills and knowledge required to analyse and evaluate English Language systems and plan, deliver and reflect on the delivery of language points in an ESOL context.

On completion of the Unit the candidate should be able to:

- 1 Identify and analyse English grammatical features and develop approaches to planning and delivery.
- 2 Identify and analyse English lexical features and develop approaches to planning and delivery.
- 3 Identify and analyse phonological features of English and develop approaches to planning and delivery.
- 4 Identify, analyse and evaluate the linguistic strengths and weaknesses of ESOL learners.

Centres delivering this Unit must be approved to deliver the PDA in TESOL at SCQF level 9.

It is recommended that centres are familiar with the *Assessment Strategy*, available on the SQA website at www.sqa.org.uk/tesol, before delivering this Unit.

General information (cont)

Recommended prior knowledge and skills

Access to the qualification is at the discretion of the centre. However, candidates would normally be expected to have competence in Communication skills at SCQF level 6, Numeracy skills and ICT skills at SCQF level 5, or similar qualifications or experience.

Centres must use selection criteria for potential candidates to ensure the candidates have English language content knowledge and skills at SCQF level 6. Centres must have initial assessment procedures in place for all potential candidates. This process and the instruments used will be checked during the approval and verification process.

Candidates who have achieved the PDA: *Introduction to Tutoring ESOL* (G91E 46) at SCQF level 6 will have satisfied the English language content knowledge and skills criteria.

This qualification is likely to attract a wide range of candidates from different backgrounds and experience. Therefore, centres are encouraged to take into account experience, lifeskills and potential suitability for the Course. While it would be useful for candidates to have had some experience of working with ESOL learners, this is not a requirement.

Credit points and level

1 HN credit at SCQF level 9: (8 SCQF credit points at SCQF level 9*)

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

Core Skills

There are opportunities to develop the Core Skills of *Communication, Problem Solving and Working with Others* at SCQF level 6, and *Information and Communications Technology* at SCQF level 5, in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

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 is one of four mandatory Units in the PDA in TESOL at SCQF level 9, and it is recommended that it should be taught and assessed within this framework. Where this Unit is taught and assessed within the Group Award, delivery and assessment of this Unit should be integrated with the Units: *ESOL and the Learners, Language Skills (TESOL)*, and *ESOL Planning and Delivery*. The Units should be fully integrated to create a coherent training course for ESOL teachers, See Guidance on the content and context for this Unit and Guidance on the delivery and assessment of this Unit.

Where the Unit is being delivered as free standing Unit, it is recommended that the evidence generated for the assessments is retained by the candidate in order that this can be later compiled within the portfolio required to achieve the Group Award.

General information (cont)

The principal context will be an ESOL teaching environment. The candidate should have access to an environment where the required evidence can be generated. In particular, the Unit should be delivered in a context which enables candidates to work with ESOL learners and observe ESOL delivery. Candidates must have access to authentic ESOL learners to achieve this Unit.

Assessment

This Unit will be assessed using practical and performance-based Instruments of Assessment. The candidate is required to produce language analyses, lesson plans, reflective accounts on planning and delivery, and an analysis and evaluation of a learner's linguistic strengths and weaknesses. The candidate will be assessed on their performance in the Teaching Practice Component through direct observation of 2 hours of ESOL delivery. Assessor reports on this delivery will be required. There must be arrangements in place to ensure the authenticity of the work produced.

This Unit could be assessed as part of a portfolio which holistically assesses all four Units of the Group Award. See guidance in the *Assessment Strategy*.

Exemplar Instruments of Assessment and marking guidelines are produced to show the national standard of achievement required at SCQF level 9.

Higher National Unit specification: statement of standards

Unit title: English Language Frameworks (TESOL)

Unit code: FE70 36

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

This Unit will be assessed holistically. Evidence Requirements and Assessment Guidelines for the Unit appear after Outcome 4.

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. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Identify and analyse English grammatical features and develop approaches to planning and delivery.

Outcome 2

Identify and analyse English lexical features and develop approaches to planning and delivery.

Outcome 3

Identify and analyse phonological features of English and develop approaches to planning and delivery

Knowledge and/or Skills

Specialist terminology for describing grammatical, lexical and phonological features of English.

Appropriate use of terminology for ESOL delivery.

Grammatical, lexical and phonological features of spoken and written English at word, phrase and sentence level.

Form, meaning and function.

Language functions.

Features of spoken English (segmental and suprasegmental).

Problems associated with learning specific grammatical, lexical and phonological features of English.

Language needs and levels.

Effective planning of lessons to introduce, clarify and practise language points.

Strategies, approaches and techniques for introducing, clarifying and practising language points.

Effective integration of phonology within language-based lessons.

The reflective practitioner.

Higher National Unit specification: statement of standards (cont)

Unit title: English Language Frameworks (TESOL)

Outcome 4

Identify, analyse and evaluate the linguistic strengths and weaknesses of ESOL learners.

Knowledge and/or Skills

The purpose of initial assessment
The content and structure of an initial assessment
Process for initial assessment
Assessment practicalities
Language needs and levels
Contrastive analysis
Error analysis

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills for all Outcomes. Candidates will provide written and performance-based evidence in the form of:

1 Teaching Observation and Reflection

A reflective account of ESOL lesson observation(s) focusing on the delivery of one or more identified language points in lesson(s) of at least 1 hour in duration. The account will include identification and analysis of at least **four** of the following:

- ◆ identification of the form, meaning and function of the language point(s)
- ◆ how the teacher contextualises the language to make it meaningful for a specific group of learners
- ◆ the use of terminology to develop learners' awareness of how language works
- ◆ strategies and techniques to introduce the language point
- ◆ strategies and techniques for clarification of meaning and form
- ◆ strategies and techniques to improve learners' ability to use the language point(s)
- ◆ activities to practise the use of the language in a relevant and meaningful way

Video observations are not acceptable for assessment purposes.

NB While there is no stipulated word count, (a suggested guide is 500–800 words), it is important that the evidence generated reflects SCQF level 9 in the depth of analysis provided in this reflective account.

The candidate must base their reflective account on the observation of experienced, qualified ESOL practitioners. (Observed practitioners should hold a relevant TESOL qualification at SCQF level 8 or above and have substantial experience of delivering ESOL.)

Evidence must be generated in an authentic ESOL context while undertaking the Unit. It is not acceptable for candidates to evidence previous observation experiences. However, evidence may be generated over more than one observation event.

Higher National Unit specification: statement of standards (cont)

Unit title: English Language Frameworks (TESOL)

2 Language Analysis and Teaching Practice Component

The candidate will produce two separate language analyses of two distinct language areas. The focus of each analysis will be chosen from two of the following:

- ◆ Grammar
- ◆ Lexis
- ◆ Functions

Each of the two language areas should be analysed in terms of:

- ◆ Meaning
- ◆ Form
- ◆ Phonology
- ◆ Use
- ◆ Common difficulties for learners across a range of levels

The language area will be generated through the selection of the teaching point to be delivered within the Teaching Practice Component. As the language area analysed will provide background for the planning of the teaching point, centres must ensure that candidates are given guidance on appropriate areas for analysis. The analysis should not be restricted to the language point being delivered. Centres will need to provide guidance to ensure that the language area can generate analysis to the required breadth and depth and that it fits within the teaching that the candidate will deliver.

This is an open-book assessment which should be completed in the candidate's own time.

NB While there is no stipulated word count for the language analysis, (a suggested guide is 600–1000 words), it is important that the evidence generated reflects SCQF level 9 in the depth of analysis provided in this reflective account.

For each of the language areas the candidate must:

- ◆ identify clearly and concisely the meaning, form, phonological features and use of the language area selected
- ◆ select and justify a relevant language point (related to the language area) to be focused on during delivery for a specific group of learners at an identified level
- ◆ produce a 1 hour lesson plan based around aspects of the analysis relevant to the specific teaching context identified. The plan should highlight approach and context of delivery and include anticipated learner difficulty (eg with form, function, meaning, phonology) and potential solutions
- ◆ deliver the lesson, which will be observed and assessed according to criteria relating to Outcomes 1–3

Each of the two lessons delivered should be at least 1 hour in duration. The candidate must deliver lessons at two distinct levels: one lesson at SCQF level 3 or below and the other at SCQF level 4 or above.

Higher National Unit specification: statement of standards (cont)

Unit title: English Language Frameworks (TESOL)

The assessor will observe each of the lessons. After each lesson, they will provide oral feedback to the candidates, which should be of a developmental nature. They will also provide an assessor report on each lesson, which should focus on specific aspects of the lesson relating to Outcomes 1–3 as listed in the bullet points above. The candidate will need to retain copies of these reports for their portfolio of evidence.

The candidate will produce two reflective accounts, of approximately 500 words each, on the delivery to an ESOL group of the two language areas analysed. These accounts will identify strengths and weaknesses of the delivery of the language point and identify areas for future professional development.

3 Learner Profile (language analysis)

A language profile of an authentic learner, of approximately 1000 words, which focuses on analysis and evaluation of grammatical, lexical, functional and phonological strengths and weaknesses. The candidate will provide a recording of an interview with the learner, and a short piece of writing by the learner, to provide evidence of the candidate's conclusions and recommendations. The range and volume of language produced for analysis will be dependent on the learner's level.

The learner selected by the candidate must be agreed with his/her assessor. The candidate must obtain written permission from the learner they will work with for the assessment.

The interview and the piece of writing must provide enough data for an in-depth analysis. It is not acceptable for the language analysis to be based on any kind of simulation or hypothetical case study. Candidates must convey complex ideas in a well-structured and coherent form.

Candidates must meet all the Evidence Requirements in order to achieve the Unit.

Assessment Guidelines

The evidence generated may be presented in any appropriate written format but should ensure that all aspects of the Evidence Requirements are covered. Pro forma designed by the centre would help to provide an appropriate format.

1 Teaching Observation and Reflection

The reflective account of live lesson observation(s) should be written in continuous prose, with bullet points where appropriate.

The observed teacher(s) must be appropriately qualified and should be aware of the focus of the observation task being carried out by the candidates and the Evidence Requirements for the assessment. It is strongly recommended that the assessor should not undertake the role of the observed teacher for this assignment.

The evidence may be generated over more than one observation event.

Higher National Unit specification: statement of standards (cont)

Unit title: English Language Frameworks (TESOL)

The evidence provided must reflect the candidate's view of the lesson(s) rather than that of the observed teacher. While it is likely that the candidate may wish to discuss aspects of the lesson with the teacher being observed, the completion of this assessment should reflect the candidate's own evaluation. Centres should make sure they can authenticate a candidate's work. This may be done through professional discussion with the candidate about the lesson(s) they have observed.

While video observations are not acceptable for summative assessment, they provide useful vehicles for delivery input and formative assessment. Candidates should be made aware of the role of the observer before they undertake any observation.

It would be useful for the candidate to undertake observation of a group containing the ESOL learner they are profiling. However, where the candidate is undertaking the Group Award, opportunities to observe more than one level of ESOL group are recommended

Candidates undertaking this Unit as part of the Group Award may produce one reflective account, covering the four hours of observation across the Units, to meet the Evidence Requirements. See *Assessment Strategy* for guidance.

2 Language Analysis and Teaching Practice Component

It is expected that Centres will guide the candidate on the selection of the language areas for analysis based on the needs of the groups each candidate will be teaching. Where candidates are already working with their own groups of learners the centre should agree the language area with the candidate, to ensure that the area can be analysed to the agreed depth and breadth. It is highly recommended that one of the language areas selected is related to a specific grammar point. These language analyses can be presented in any suitable format, which includes the use of tables, charts and bullet points.

This is an open-book assessment which should be completed in the candidate's own time. Centres should make sure they can authenticate a candidate's work. This may be done through professional discussion with the candidate about the work produced.

The length of each analysis will vary depending on the focus. However, the candidate must accurately identify the meaning, form, uses and phonological features of the language area selected, and produce work which reflects the level of the qualification. Guidance should be given to the candidates where the analysis is not in enough depth or where parts of the analysis become irrelevant.

The candidate's lesson plans should be based around aspects of each language analysis relevant to a specific teaching context. Each plan should highlight approach and context of delivery and include anticipated learner difficulty (form, function, meaning, phonology), and solutions in relation to level and teaching context.

Higher National Unit specification: statement of standards (cont)

Unit title: English Language Frameworks (TESOL)

The assessor observes the candidate during delivery of the lessons and produces a written report for the candidate. The feedback should provide evidence of achievement through a checklist and feedback comments/notes on delivery. The assessor should provide the candidate with oral feedback which is constructive and developmental, and which should make clear to the candidate whether they have achieved the Outcomes pertaining to the Teaching Practice Component of the Unit.

The reflective accounts should be a personal reflection by the candidate but may draw upon assessor and peer feedback where applicable. It is not however, acceptable for the account to be a copy of the assessor comments. Within this Unit the accounts should focus on the planning and delivery of the language point(s) delivered rather than being focusing on more generic skills such as those related to classroom management.

The lesson plans, feedback and reflective accounts for this Unit can be used as part of the evidence for the portfolio requirements as outlined in the Unit: *ESOL Planning and Delivery*. These lessons and feedback can be used as evidence for two of the six required teaching hours in the Unit: *ESOL Planning and Delivery*, where candidates must evidence all requirements for achievement of the Group Award. In this case, the assessor will be assessing performance during the same lesson under different criteria so that the candidate will be assessed for Outcomes within this Unit and *ESOL Planning and Delivery* simultaneously. It is highly recommended that centres use a teaching practice checklist to facilitate this.

3 Learner Profile (language analysis)

The Learner Profile (language analysis) takes the form of a detailed written case study based on a face to face interview with an ESOL learner, other appropriate tasks (such as a piece of writing from the learner) and analysis of data. It should be written in continuous prose, with bullet points where appropriate.

The language analysis may be generated together with the needs analysis in the Unit: *ESOL and the Learners* and the skills analysis in the Unit: *Language Skills (TESOL)* to complete the Learner Profile. It should be noted that there will be overlap between the analysis in this Unit and *Language Skills (TESOL)*.

Where the candidate is taking this Unit as part of the Group Award they should, if at all possible profile the same learner within the needs analysis and English language and skills assessments.

The candidate should obtain evidence for the language profile through appropriate tasks. Centres should provide guidance as to appropriate texts/tasks with a clear guide as to the danger of using tasks which assess competence in using discrete language items.

Higher National Unit specification: support notes

Unit title: English Language Frameworks (TESOL)

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

This Unit is designed for candidates who intend to deliver, or are already delivering, ESOL in a variety of teaching contexts. Candidates will explore and develop an understanding of English language systems. They will be introduced to a range of approaches, strategies and techniques which allow for contextualised English language development within ESOL delivery. The experience of planning and delivering ESOL lessons which incorporate direct input and practice of selected language points will enable candidates to apply theoretical knowledge to the teaching context and deliver ESOL using a contextualised approach.

The principal context will be an ESOL teaching environment. The candidate should have access to an environment where the required evidence can be generated. Integration in the delivery and assessment of Units: *ESOL and the Learners*, *English Language Frameworks (TESOL)*, *Language Skills (TESOL)*, and *ESOL Planning and Delivery* is highly recommended.

Integration of the Outcomes throughout the delivery of this Unit is recommended. The following topic areas provide recommended content for a taught programme. While centres will use their own judgement as to the content appropriate to the delivery context, candidates will need to have been introduced to a wide range of language features to provide the knowledge and skills required to analyse language and to apply this knowledge to ESOL delivery. The whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment.

Indicative content on a taught programme:

(Please note that there is overlap across individual areas and the information below provides only examples of areas to focus on.)

Outcomes 1–3

These Outcomes develop awareness of how the English language works and the skills required to apply this knowledge within the context of ESOL delivery. Candidates should become familiar with specialist terminology used to describe a range of language features, the relationship between form and meaning and develop an awareness of their own spoken and written language.

Candidates explore approaches to planning, delivering and reflecting on language-based lessons and are introduced to strategies and techniques for introducing, clarifying and practising language points (grammatical, lexical, phonological and functional). This includes the integration of phonology and the use of functional, task-based and experiential approaches when introducing specific grammatical and lexical points.

Higher National Unit specification: support notes (cont)

Unit title: English Language Frameworks (TESOL)

- ◆ **Specialist terminology for describing features of English (grammatical, lexical and phonological).** Contrast between the terminology an ESOL teacher needs to know and the appropriate use of such metalanguage in the ESOL classroom. How appropriate use of terminology can enhance learners' understanding of the workings of English to enable further learning, the need to take account of the learners' English language level and language learning history, the limitations of rule-based learning without appropriate contextualisation. The nature of English as the medium of delivery and the goal of delivery in ESOL can also be explored here.
- ◆ **Grammatical, lexical and phonological features of spoken and written English at word, phrase and sentence level.** This includes:
 - rules and conventions relating to words, sentences, paragraphs and texts
 - formation and usage of main grammatical features relating to the noun and verb phrase
 - formation and usage of key grammatical features relating to the adverbial element
 - language function and choice of appropriate form (eg related to register)
 - tense, time and aspect
 - sentence structure; organisation of lexical items
 - role of context in determining and explaining meaning and in language use
 - terminology and concepts associated with lexis: types of meaning (eg connotation); sense relations (eg synonymy); word formation; register; lexical phrases
 - morphological patterns including affixation; elements of English word classes
 - segmental and suprasegmental phonological features of spoken language: received pronunciation/regional variation; phonemes and the IPA chart; word stress; sentence stress; connected speech; intonation (patterns and functions); the role of segmental and suprasegmental features in conveying meaning; intelligibility
 - functions: analysis of language from a functional perspective; key functional exponents
- ◆ **Problems associated with learning specific grammatical, lexical and phonological features of English.** This focuses on the difficulties that learners have with form, meaning and use due to such things as key differences between the first language and the target language (1st language interference, contrastive analysis); the stage they are in their language learning (eg the effect of interlanguage); other barriers affecting learning such as cultural, conceptual (eg false friends), orthographic (eg spelling irregularities), and other issues that arise when learning another language or translating from one language into another.
- ◆ **Effective planning of lessons to introduce, clarify and practise language points.** This focuses on what the candidate will need to consider when planning language-based lessons. Areas to explore are: describing language aims and language points in terms of form, meaning and use; the identification and integration of phonological features; how to stage and sequence the lesson coherently to provide comprehensible input and allow for scaffolded learning; selecting appropriate activities, tasks, and resources which provide challenge and are relevant and meaningful to the learners.

Higher National Unit specification: support notes (cont)

Unit title: English Language Frameworks (TESOL)

- ◆ **Strategies, approaches, and techniques for introducing, clarifying and practising language points.** Candidates need to be introduced to practical strategies and techniques to enhance delivery of language-based lessons. Here, there is a focus on how to contextualise discrete language points, selection and use of appropriate materials, activities and tasks, how to provide tasks which provide the learner with meaningful practice. Key areas to focus on are :
 - Appropriate contextualisation. This includes considering learner needs and using situations that are relevant and accessible, eg use of situation, narrative, learner-generated contexts and related props/techniques to facilitate contextualisation, eg mime, visuals, realia, oral and written texts.
 - Techniques for checking understanding such as the use of concept checking questions, timelines, the role of feedback.
 - Language practice. This includes a range of language practice activities to foster fluency and accuracy of the language point, error correction techniques.
 - Integration of phonology: identifying relevant phonological features; practical techniques and activities to develop accuracy and intelligibility (eg drilling, visual and aural representation, use of IPA chart where appropriate).
 - Obtaining learner feedback. This includes informal and formal techniques.
 - Evaluation of learner achievement. This includes identifying strengths and weaknesses of learner performance and evaluating learner performance; error analysis.

- ◆ **Use of appropriate reference material.** Candidates will need to be guided to appropriate resources which will provide them with access to information for the assessments within the Unit and for further research when delivering ESOL.
- ◆ **The reflective practitioner.** Here the focus is on self evaluation of the candidate's language awareness and the strategies employed when delivering language-based lessons. Candidates should be given guidance on how to identify their personal strengths and weaknesses in this area, how to identify realistic and achievable personal development goals and how to harness these goals to inform and improve future practice.

Outcome 4

In this Outcome the focus is on applying the knowledge and skills developed in the other Outcomes to analysing an ESOL learner's English language competences. Candidates need to develop skills which will allow them to use appropriate written and spoken evidence as a vehicle to measure a learner's current language level. The focus is on the analysis of language areas as defined in the first three Outcomes. However, there is much overlap between the analysis of discrete language features and the ability to measure a learner's level defined through assessment of skills. There is thus clear overlap in this Unit and the Unit: *Language Skills (TESOL)*.

- ◆ **The purpose of initial assessment:** placing learners in appropriate provision determined by evidence of language competence and proficiency; the role of initial assessment as a diagnostic instrument; the mapping of a learner's language proficiency to defined language levels.

Higher National Unit specification: support notes (cont)

Unit title: English Language Frameworks (TESOL)

- ◆ **The content and structure of initial assessment:** appropriate materials for language assessment; methods of language assessment; techniques to elicit a range of language.
- ◆ **The process of initial assessment:** confidence building; appropriate selection of tasks (eg the use of reading aloud and what it is actually assessing); making a professional judgement; consideration of 'spiky profile'; evaluating range; accuracy, fluency; nature of language assessment as a judgement not a science.
- ◆ **Assessment practicalities:** issues related to the complexities of working one to one, particularly where vulnerable adults may be involved; personal safety of candidate and learner; responsibilities and boundaries; data protection issues.
- ◆ **Language needs and levels:** different systems and their equivalences to describe 'level' such as generic ELT (beginner to advanced) and national frameworks (eg SQA, SCQF, Skills for Life); how levels map to different national and international qualifications (SQA, Cambridge ESOL, IELTS etc); the typical grammatical, functional and lexical range associated with each level with reference to recognised 'can-do' statements such as those used within the CEFR.
- ◆ **Contrastive analysis:** the main similarities and differences between learner's first language and English in terms of form, use and phonology; 1st language (L1) interference.
- ◆ **Error analysis:** inter and intra lingual errors in terms of form, use and phonology.

Guidance on the delivery and assessment of this Unit

The main focus of this Unit is on developing the knowledge and skills to analyse language systems of English and apply this knowledge to the delivery of ESOL in a way which meets the needs of specific groups of learners. The candidates are given the opportunity to explore and evaluate how an ESOL teacher contextualises language input and practice. The candidate also applies this knowledge of language to assess the linguistic strengths and weaknesses of an ESOL learner.

Where candidates are undertaking the Group Award, it is recommended that a holistic and integrative approach to delivery and assessment across the four mandatory Units of the PDA in TESOL is used. See *Assessment Strategy*.

Candidates should be encouraged to generate evidence of achievement within an appropriate ESOL learning environment. Direct observation, oral questioning, written/documentary evidence are appropriate methods of evidence gathering for this Unit.

It is suggested that centres use a wide range of delivery methods appropriate to training for ESOL teachers. This could include; ice breaker activities, group discussions/activities, micro-teaching, peer-teaching, presentations, simulations, case studies, workshop activities, reading, research activities, reading, roleplay. Delivery methods should ensure that models for ESOL teaching are built in through the use of loop input approaches, where candidates have the opportunity to engage in activities and tasks which mirror those used when working with ESOL learners.

Higher National Unit specification: support notes (cont)

Unit title: English Language Frameworks (TESOL)

In sessions on strategies and techniques for language input the candidates should have the chance to practise within the training environment. Care should be taken to strike a balance between theory and practice. Candidates not only need to know about language but also need to develop techniques for teaching language. Candidates should be made aware of the dangers of teaching decontextualised discrete language items.

Use of a wide variety of resources, such as DVD, video, cassette recorders, interactive whiteboards, realia, may help familiarise candidates with the kinds of equipment they might encounter and be expected to use in a variety of learning environments.

Teaching Observation and Reflection

The assessment of this unit incorporates observation of an ESOL lesson delivered by a qualified ESOL practitioner (holding a TESOL qualification at SCQF level 8 or above). It is recommended that arrangements for these are made after relevant input and formative work.

It is recommended that candidates are provided with opportunities to observe ESOL delivery additional to the summative assessment for the Unit. Ideally, candidates should have access to live ESOL delivery. However, this could incorporate the use of video footage during input or provided as self-access via a VLE for example. It would also be useful to focus on the role of an observer before the candidate undertakes observations.

Centres could provide guided tasks and pro forma for candidates to use for observation and delivery. It would be useful for candidates to have the opportunity to try out these tasks during formative work (eg using video footage of classroom practice).

Centres should provide guidance on identifying suitable classes for observation. The observation task is intended to provide a vehicle for the candidate's personal reflection on delivery. Centres may need to provide guidance on the extent to which candidates should discuss the lesson with the observed teacher without affecting the integrity of the assessment, eg by avoiding questions directly related to the observation task. The use of professional discussion with the candidate would help to ensure that this guidance has been followed.

Language Analysis and Teaching Practice Component

While the candidate will be expected to analyse two areas of language for assessment, the centre should ensure that there is a breadth of coverage of a wide range of language features. Formative closed-book assessment may be suitable vehicles to ensure candidates acquire the knowledge and skills required to successfully complete the language analysis and Teaching Practice Component.

The language analysis areas should be generated from the language input. Centres should provide guidance on selecting the areas for analysis. Centres should provide guidance on identifying the grammar/lexis/functions that the candidates should base their lessons around.

Higher National Unit specification: support notes (cont)

Unit title: English Language Frameworks (TESOL)

Centres should take account of the developmental nature of teaching practice when assessing. Candidates should show progression as they undertake the Teaching Practice Component. The candidate must demonstrate competence in the teaching criteria within this Unit. The candidate will have demonstrated their ability to plan and deliver lessons that focus on specific language points. Where a candidate has not demonstrated this overall competence, additional teaching may be required. The recommended maximum is an additional hour.

Learner Profile (language analysis)

The centre should provide guidance to candidates with regards to where and when it is appropriate to meet with the learner. Candidates should be made aware of issues related to working one to one. It would be useful for the centre to provide, where necessary, a neutral space for the candidate and learner to meet.

For candidates taking the Group Award, centres should ensure, if at all possible, that the learner profiled for the language analysis is the same learner profiled for the needs analysis and skills analysis in the Units: *ESOL and the Learners* and *Language Skills (TESOL)*.

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills of *Communication, Problem Solving and Working with Others* at SCQF level 6, and *Information and Communications Technology* at SCQF level 5, in this Unit, although there is no automatic certification of Core Skills or Core Skills components. It can also support the development of other transferable skills, such as essay/report writing and thinking, analytical and critical skills.

Candidates undertaking this Unit will have a high standard of Communication Skills, as evidenced in the Entry Requirements. However, there are opportunities to develop these further within delivery and through the process of producing the Evidence Requirements.

It is possible to develop **Communication: Written Communication at SCQF level 6** within this Unit. The General Skills for **Written Communication at SCQF 6** are '**Read, understand, and evaluate complex written communication**' and '**Produce well-structured written communication on complex topics**'. The candidate will explore, analyse and present complex topics, such as analysis of language features and their integration into ESOL delivery. In addition, the candidate will be required to present written material to an ESOL learner, such as guided questions to obtain information, or materials within the delivery of an ESOL lesson. Delivery could, therefore, include tasks which help develop a range of appropriate techniques and skills necessary in producing written communication, from being able to organise complex written content and use specialist terminology, to producing appropriate ESOL lesson plans and grading language appropriately for the learner (in terms of grammatical complexity, lexical density, register and style). Presentation of evidence requirements could be in prose format with bullets and tables as appropriate. The use of structured pro forma could guide the candidates to meet the Evidence Requirements at the required level.

Higher National Unit specification: support notes (cont)

Unit title: English Language Frameworks (TESOL)

For **Oral Communication at SCQF level 6** the skill is ‘**Produce and respond to oral communication on a complex topic**’. During delivery and/or assessment of this Unit, candidates will have opportunities to develop a sophisticated level of oral communication skills.

During delivery candidates will discuss complex topics related to ESOL and acquire knowledge of specialist terminology linked to this field. Formative tasks which check candidate’s understanding of terminology would be useful. Delivery could also include project/research work (individual or group-based) on relevant topics with findings presented by candidates through structured oral presentations, taking account of the purpose and audience. Candidates could be guided to convey information, opinions or ideas accurately and coherently and provide supporting detail where required.

Signposting, grading language, adapting register and style and responding appropriately to learner contributions are essential when working with ESOL learners, when delivering ESOL lessons and when conducting the Learner Profile (language analysis) interviews. While opportunities to consider and evaluate these notions when observing qualified ESOL practitioners, delivery could provide candidates with practice in language grading techniques including verbal and non-verbal communication (eg eye contact, gesture) appropriate to learners of various levels, social and cultural backgrounds. Delivery could also include tasks which focus on how to take account of the learner’s contributions and respond appropriately, (eg responding to content not just language, providing further instructions or explanation, the use of questions for clarification, appropriate feedback, praise and encouragement or expanding upon response given) and explore the value and impact of open and closed questioning.

The elements of the Core Skill of **Problem Solving at SCQF Level 6** are **Planning and Organising, Critical Thinking, and Reviewing and Evaluating**. Conducting the language analysis to then use as a basis for ESOL delivery of a language point will involve a significant degree of planning, organising and critical thinking. Candidates are expected to review and evaluate this delivery in a reflective account. Conducting the language analysis will also require a high degree of problem solving from initial research to making decisions as to how to analyse and document results. Candidates should be given guidance on how to conduct the analysis, how to plan and organise delivery and explore problems which may arise in the process of delivery, (related to, for example, learner’s understanding, relevance and effectiveness of tasks) and strategies which could address these issues.

The use of case study material and practical tasks will help candidates to prepare for undertaking the language analyses and for planning, delivery and evaluation of the ESOL lessons. Candidates should be encouraged to think critically about aspects such as what realistic lessons aims are for a specific ESOL teaching context.

Opportunities to develop **Working with Others** can be incorporated into the delivery of the Unit and will contribute towards the general skills ‘**In complex interactions, work with others co-operatively on an activity and/or activities**’ and ‘**Review work with others in a co-operative activity and/or activities**’ at **SCQF level 6**. Candidates will develop this skill when working on group activities; feedback and joint presentation sessions will provide further development. This skill has a direct impact on the delivery of ESOL lessons and the language analysis; both must be conducted collaboratively with the learner(s) to be effective.

Higher National Unit specification: support notes (cont)

Unit title: English Language Frameworks (TESOL)

For the language analysis, the candidate will need to ensure the learner is aware of, and comfortable with, the purpose, process and content of the interview and related tasks. Candidates should be encouraged to reflect on their contributions to any group activities.

During lesson delivery, the learners should be active participants in the learning and teaching process. The onus is on the candidate to support co-operative working by, for example, offering encouragement and modifying behaviour to meet needs as they arise.

Opportunities to develop **ICT** skills can be incorporated into the delivery of the Unit and will contribute towards the general skills **'Use ICT independently, effectively, and responsibly to access information within a range of tasks'** and **'Use ICT independently, effectively, and responsibly to carry out a range of processing tasks'** at **SCQF level 5**. The candidate can be supported in carrying out safe and effective information searches on relevant complex topics (for example, into segmental and suprasegmental features of spoken language). The presentation of formative and summative work, as well as delivery of ESOL lessons could be supported by ICT. Power point presentation or word processed acetates could be used within delivery of ESOL and for oral presentation of project work, and texts, graphics, sound or videos could be integrated to improve delivery of both. Candidates will be required to produce any written assessments/materials to a high quality and will use word processing, embedded links, images, graphs and tables where appropriate to improve style and layout.

The use of VLE could provide opportunities for peer discussion, or to upload relevant documents, and along with web conferencing, could be very useful where delivery takes place in an open/distance mode. VLE/DVD could also be used for formative observation of ESOL delivery.

Open learning

This Unit may be suitable for open and blended learning delivery. However, centres must take account of the nature of an initial teaching qualification to ensure that candidates are given sufficient opportunities for discussion and to allow for modelling of effective teaching strategies to be embedded within the training environment. There are also assessment requirements throughout the Unit where direct communication between candidates, ESOL learners and ESOL practitioners are necessary. Added to this, at least 2 hours of the candidate's teaching practice must be observed and assessed within this Unit. The *Assessment Strategy* and guidelines described in this specification must still be applied if this method of delivery is chosen.

Disabled candidates and/or those with additional support needs

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

History of changes to Unit

Version	Description of change	Date

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General information for candidates

Unit title: English Language Frameworks (TESOL)

What this Unit is about

English Language Frameworks (TESOL) is one of four Units in the PDA in TESOL at SCQF level 9. This Unit is relevant to you if you are delivering ESOL, or if you plan to do so.

This Unit is about the knowledge and skills you need to plan and deliver language-focused ESOL lessons. It will enable you to analyse features of the English language and select appropriate language points for delivery in specific ESOL contexts. It will enable you to use a variety of techniques to enhance the delivery of ESOL and encourage purposeful ESOL learning with different groups of learners. You will also have the opportunity to reflect on and evaluate your own ESOL delivery.

What you will learn

In this Unit you will have opportunities to observe qualified ESOL teachers, work with an individual learner and plan and deliver ESOL lessons to groups. You will:

- ◆ develop an awareness of how English works and can be described
- ◆ develop skills in analysing English language features (from grammatical, lexical, functional and phonological perspectives)
- ◆ learn how to use language terminology appropriately during ESOL delivery
- ◆ learn how to plan and deliver language-based lessons which take account of learner needs and English language levels
- ◆ learn how to evaluate your own delivery of language-based lessons
- ◆ learn how to assess a learner's English language competence
- ◆ learn how to carry out initial assessment

How you will be assessed:

You will be assessed through practical and performance-based assignments. Assessment takes the form of:

- ◆ a reflective account on ESOL observation, focusing on the delivery of language points
- ◆ analytical accounts, focusing on two particular areas of the English language
- ◆ planning and delivery of 2 hours of language-based ESOL lessons
- ◆ a learner profile focusing on the learner's English language competence

If you are taking the Group Award, there are opportunities to use the assessment in this Unit to evidence required elements of the teaching portfolio. Assessments can be integrated with those in the other Units of the Award.

On completion of the Unit you should be able to:

- 1 Identify and analyse English grammatical features and develop approaches to planning and delivery
- 2 Identify and analyse English lexical features and develop approaches to planning and delivery
- 3 Identify and analyse phonological features of English and develop approaches to planning and delivery
- 4 Identify, analyse and evaluate the linguistic strengths and weaknesses of ESOL learners