

ESOL in Context

SCQF: level 5 (9 SCQF credit points)

Unit code: H24L 75

Unit outline

The general aim of this Unit is to develop the language skills needed for familiar work- and study-related contexts for learners whose first language is not English. Learners develop the skills of reading and writing, listening, and speaking, using detailed English language.

Learners who complete this Unit will be able to:

- 1 Understand detailed language written in English
- 2 Produce written English using detailed language
- 3 Understand detailed language spoken in English
- 4 Communicate orally in English using detailed language

In this Unit, the contexts of either work or study will be personalised to meet the needs of learners.

This Unit is available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

Recommended entry

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

- ◆ National 4 ESOL Course or relevant component Units

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. For further information, please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Understand detailed language written in English by:

- 1.1 Identifying overall purpose, main points and aspects of detail
- 1.2 Identifying how detailed vocabulary and text features are used to convey meaning
- 1.3 Identifying clearly expressed opinions or attitudes
- 1.4 Identifying features of layout

Outcome 2

The learner will:

2 Produce written English using detailed language by:

- 2.1 Using detailed structures and vocabulary, as appropriate
- 2.2 Using grammar, spelling and punctuation sufficiently accurately to convey meaning
- 2.3 Using conventions of style and layout as appropriate

Outcome 3

The learner will:

3 Understand detailed language spoken in English by:

- 3.1 Identifying overall context, main points and aspects of detail
- 3.2 Identifying clearly expressed opinions or attitudes

Outcome 4

The learner will:

4 Communicate orally in English using detailed language by:

- 4.1 Using detailed structures and vocabulary, as appropriate
- 4.2 Communicating sufficiently accurately and coherently to convey meaning
- 4.3 Maintaining interaction, as appropriate

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

For this Unit learners will be required to provide evidence of their reading and writing, listening, and speaking skills by:

- ◆ understanding at least one text written in detailed English language
- ◆ producing at least one written text using detailed English language
- ◆ understanding at least one text spoken in detailed English language
- ◆ communicating orally in at least one interaction using detailed English language

Evidence should be gathered in combination with other Outcomes where possible, either from this Unit or in combination with the Outcomes from the Unit *ESOL for Everyday Life*. Evidence may also be gathered for individual Outcomes where appropriate.

Contexts will be drawn from at least one familiar work- or study-related context.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

4 Employability, enterprise and citizenship

- 4.6 Citizenship

5 Thinking skills

- 5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Appendix: Unit support notes

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing this Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support packs*

Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Approaches to learning, teaching and assessment

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

Naturally occurring evidence

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

Some guidance on content for each of the four skill areas is outlined below:

Outcome 1: Reading

Learners need to gain experience with a range of work and study texts as well as the question types that will be used to assess their reading ability:

- ◆ information from subject-based texts
- ◆ relevant articles/reports
- ◆ magazine articles
- ◆ newspaper articles
- ◆ letters
- ◆ e-mails
- ◆ websites
- ◆ leaflets
- ◆ handbooks
- ◆ advertisements
- ◆ notices
- ◆ reports

Question types

Learners should be given practice in all question types throughout the Course:

- ◆ multiple choice
- ◆ sentence completion
- ◆ short answer questions

Outcome 2: Writing

Writing tasks should be realistic within the context. Learners will need lots of practice to gain confidence with different styles:

- ◆ writing a letter of application
- ◆ writing a discursive essay
- ◆ writing a report
- ◆ writing a formal e-mail
- ◆ writing an article

Outcome 3: Listening

Learners should gain experience listening to a wide range of different voices and accents, both live and recorded. They also need practice in the various question types which will be used to assess listening ability:

- ◆ extracts from talks, presentations, lectures
- ◆ radio programmes
- ◆ TV programmes
- ◆ podcasts
- ◆ film
- ◆ group discussions on work/study-related topics
- ◆ interviews on work/study-related topics
- ◆ one-to-one conversations

Question types

Learners should be given practice in all question types throughout the Course:

- ◆ multiple choice
- ◆ sentence completion
- ◆ short answer questions

Outcome 4: Speaking

Learners will need lots of practice in different types of interaction. Learners should be encouraged to record themselves and review their performances with their peers:

- ◆ one-to-one conversations
- ◆ group/paired discussions
- ◆ role play in work/study contexts
- ◆ presentations/talks

Approaches to assessment: *ESOL in Context*

There are various approaches that can be taken with regard to assessment for this Unit, and often it will depend on the practitioner, the learners themselves and whether or not the learners are doing the Unit separately.

A thematic approach to provide naturally occurring assessment evidence

Themes should be of relevance to the needs and experiences of the learners. Teaching and learning should provide as many opportunities as possible and practical for collaborative learning. Peer- and self-assessment should feature largely. Themes may address educational issues, personal ambitions or concerns, career pathways, educational attainment, etc.

The table below illustrates how practitioners may adopt a themed approach to the planning of teaching and learning.

Naturally occurring evidence from themes:

Theme	Reading	Writing	Listening	Speaking
A college/ university course	Research a course. Take notes under relevant headings.	Write a personal statement related to the chosen course.	Answer appropriately to the course interview questions.	Roleplay the course interview.
Theme	Reading	Writing	Listening	Speaking
Job specifications	Read the job specifications. Take notes under relevant headings.	Write a personal statement related to the job.	Answer appropriately to the job interview questions	Roleplay the job interview.

Illustrative Language Tables (ILTS)

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

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

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

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

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

Illustrative Language Table 1: Language and skills: Detailed / familiar	
Language at Word level	Focus on formation (root/stem/prefix/suffix); spelling; Meaning: denotation, connotation, figurative, literal; Choice: standard /dialect colloquial/ slang
National 5 Detailed/ familiar	<ul style="list-style-type: none"> ◆ revise and build on National 4: encounter and practise general vocabulary ◆ spelling more complex words; explore how to work out meaning from parts of the word ◆ more specific determiners: some/any/no/none ◆ intensifiers/indications of certainty ◆ specialised words more systematically encountered and used ◆ make considered word choice related to register and communication purpose; register used appropriately within the context. Euphemisms, colloquial expressions, slang
Language at Sentence level	Focus on word order for information focus; combining phrases to sentence structure for clarity; simple/compound/complex. Standard / dialect / slang
National 5 Detailed / familiar	<ul style="list-style-type: none"> ◆ build detailed sentences with expanded phrases ◆ use some abstract noun phrases ; nominalisation of the verb phrase, ie 'behave' to 'behaviour' ◆ revise and develop features encountered at National 4 and explore detailed pre and post modification in both noun and verb phrases to make meaning more specific; practise more complex hypotheses using modals. Choose passive for stylistic effect: inclusion or not of agent ◆ identify concepts with more sophisticated use of determiners; compounds of some, any, no, every; zero article for generalisations; quantifiers and intensifiers ◆ more detailed use of connective adverbs: indicating addition, opposition, reinforcing, explaining, listing, indicating result, indicating time
Language and skills at Text/ paragraph level	Identify genre; model it; then scaffold learner practice in rhetorical organisation, layout and language features — linking sentences and sections of text, getting the right tone and level of formality. Use across the four skills: listening, reading, speaking, writing.
National 5 Detailed/ familiar	<ul style="list-style-type: none"> ◆ understand and use both layout and organisation of detailed and/or familiar abstract text and talk appropriate to purpose ◆ develop sections and paragraphs to form a coherent whole, making it clear for the reader ◆ explore genres, including tasks requiring detailed and familiar abstract language ◆ express opinions and support (with detail and justification) a point of view ◆ report evidence to support statements ◆ apply organisers such as chronological sequence; general to

	<p>specific; one approach, another approach; cause effect; problem solving</p> <ul style="list-style-type: none"> ◆ use evaluation and associated verb forms ◆ generalise ◆ summarise
Listening	<ul style="list-style-type: none"> ✓ Build on and develop skills from National 4. Identify purpose and genre of monologue, dialogue and group interactions of detailed but familiar events. ✓ Deduce meaning of unknown words and phrases when given enough time. ✓ Interpret attitudes and infer meaning. Distinguish facts from opinion. Listen critically and identify purpose of event: persuade, inform, entertain etc. ✓ Explore listening to a variety of formats (audio, radio, film, TV) to practice notetaking, summarising, matching spoken information to written texts. ✓ Paraphrase information for purpose. Extract information to complete graphs, tables, grids, find out times, distances, number and size. ✓ Further work on a variety of accents.
Reading	<ul style="list-style-type: none"> ✓ Build on and develop skills from National 4. ✓ Explore different text structures to learn how to read and follow an argument using rhetorical organisation in detailed factual texts. ✓ Practice note taking from a limited number of different types of written text. Paraphrase information for reading purpose. ✓ Read critically to distinguish main points from detail and fact from fiction. Critically analyse/review/infer from/interpret information. ✓ Extract information to complete tables, graphs, grids. ✓ Read between the lines, infer meaning, read attitude from detailed texts. ✓ Research topics from several sources and use the information to produce longer presentations and written texts in groups and solo.
Speaking	<ul style="list-style-type: none"> ✓ Build on and develop skills from National 4. ✓ Work on maintaining a good flow of speech, attempting both simple and detailed structures. Work on word stress for less familiar key words. ✓ Self-monitor pronunciation and self-correct to ensure intelligibility. ✓ Work independently, using variety of media to interact with others in institutional settings (education or work establishments). Practise interview skills. ✓ Make presentations: structure information to suit purpose: summarise, contrast. ✓ Make use of accepted genre conventions for more detailed interactions such as advising, persuading, convincing, complaining, expressing regret. ✓ Participate in 1:1 and group discussions; chair a meeting; agree, disagree appropriately; change the subject; record and analyse

	interactions.
Writing	<ul style="list-style-type: none"> ✓ Build on and develop skills from National 4 to manage punctuation and sentence structure of detailed language. ✓ Explore more complex genres relevant to everyday, work or study context: notices, memos, minutes, reports, procedures, explanations, contracts, CVs, letters of application. ✓ Notice and practice the way writer's attitude is expressed. ✓ Research familiar and more complex topics, take notes and practise summarising to use information in assignments or tasks. ✓ Develop an argument: classify, categorise, describe processes, objects, and location, simple data description, explain procedure, compare, contrast, evaluate, recommend.

Illustrative Language Table 2:
Integrated tasks for all ESOL levels: select function, and language difficulty according to level. National 5 candidates should be working towards the third column.

	Genre/purpose: Text response			
contexts	personal response	review	interpretation	critical response
purpose: personal	react emotionally, talk about how you feel about something (eg local area), thank, praise	talk about how you felt about an event	interpret the significance of an event or object	talk about how you make a decision, decide on the pros and cons (eg where to live)
purpose: social	find out how your friends feel about something	share feelings with friends about something in the past	decide how to respond to an invitation	think about how to advise a friend or how to ask a friend's advice
purpose: trans-actional	respond to an everyday communication	talk about how you responded to an everyday communication	consider a response to an official communication (from NHS, bank, local council etc)	consider the best approach to solving a transactional problem, viewing it from all angles
purpose: work	make a personal response to a work communication	talk about how you feel about a communication in the work place	consider business responses	consider the pros and cons of a business decision or strategy
purpose: study	talk/write about your feelings in response to a text	discuss a literary, visual or musical text	interpret the message of a text	challenge the message of a text

Genre/purpose: Stories				
contexts	recount	narrative	exemplum	anecdote
purpose: personal	recount personal events	talk about something that happened to you with a focus on the end or outcome	judge a character or behaviour in a story	tell something about yourself with a lesson or point in it
purpose: social	recount events with friends	tell a story that will interest friends with a focus on the end or outcome	state likes/dislikes	tell something about a social group with a lesson or point in it
purpose: transactional	recount events eg at the library	report a transactional event with a particular outcome	carry out or complete a survey	advise or warn someone by telling them an exemplary tale
purpose: work	recount events at work	talk about a work situation or event where a problem was resolved	complete a form	report an event with a lesson for the work situation in it
purpose: study	recount events; methodology	resolve a complication in an academic story; discussion of results	report an event with a lesson in it, such as an accident or a great success	use analogy to make a point
Genre/purpose: Procedures				
contexts	procedure	procedural recount		
purpose: personal	help a family member	talk about how you helped a family member		
purpose: social	give directions; organise an activity/event; talk about how you would like to do something	recommend shopping online		
purpose: transactional	complete forms	make phone calls/leave messages		
purpose: work	give instructions for procedure	talk about how something was done in the past		
purpose: study	detail how to do experiments/ carry out observations	recount experiments and observations (methodology)		

	Genre/purpose: Information reports		
contexts	descriptive report	classifying report	persuasive report
purpose: personal	describe my house, an object or place	talk about things you are good at, likes and dislikes	think through pros and cons of a problem
purpose: social	describe a place where your family lives now or in the past	talk about group preferences and habits	persuade someone to accept an invitation, or make arrangements
purpose: trans- actional	do an internet search for something you need to buy	find out the kinds of shops, leisure facilities or schools available to you in your area	explain to a local councillor a need in your area
purpose: work	prepare or read applications	prepare or read CVs	explain to your boss a need for some new resource at work
purpose: study	classify and describe a phenomenon	classify and describe types of phenomenon	make a recommendation based on evidence
	Genre/purpose: Explanations		
contexts	sequential explanation	factorial explanation	consequential explanation
purpose: personal	explain how to do something you often do	justify an opinion — giving reasons (factors) for how you feel/felt	explain the effects of an event on how you feel
purpose: social	explain how to do something to a group	give causes or reasons for a decision to a group	give advice
purpose: trans- actional	prepare and understand procedures in social structures	explain the thinking behind systems or procedures (eg finance and managing money)	recommend strategies for managing finance
purpose: work	prepare and understand procedures at work	explain the thinking behind work systems or procedures	explain the thinking behind work strategies and long term goals
purpose: study	explain a sequence of development or procedure	explain multiple factors that might contribute to or cause something, such as increased sales, drought	explain multiple effects

Genre/purpose: Factual stories				
contexts	autobiographical recount	biographical recount	historical recount	historical account
purpose: personal	recount life events	recount life stages	recount family events in the past	explain how you learned something
purpose: social	talk to friends about their previous activities	tell friends about someone's life stages	recount friends, shared interests	explain how you became friends with a group
purpose: transactional	give a report of your medical history for the GP	report your family's medical history for your GP	recount cultural events, celebrations, social issues	explain how the health service worked in the past
purpose: work	prepare a CV to a future employer	recount life stages of someone at work	recount historical events of a trade or workplace	explain how a trade or workplace expanded or declined
purpose: study	recount methodology	recount chronological developments	recount historical events	explain historical events
Genre/ purpose: Arguments				
contexts	exposition	discussion		
purpose: personal	make arrangements; talk about something you would like to do	compare items, places, events to make a choice		
purpose: social	enquire in order to set out a proposition that you want to take further, eg what venues are available for your planned event	find out information that will give you points for and against a social event/situation eg holiday; sharing a house		
purpose: transactional	make phone calls/leave messages	plan how to discuss an ailment with a doctor		
purpose: work	use and understand problem solving strategies	consider/plan how to discuss something with a work colleague or boss		

purpose: study	argue for a point of view	discuss two or more points of view; draw on informal or formal sources (as appropriate to learner level)
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Combining assessment within Units

It may be possible to combine the assessments for *ESOL for Everyday Life* with the assessments for *ESOL in Context*, thus reducing the burden of assessment.

Administrative information

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Superclass: FK

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Unit Support Notes added	Qualifications Manager	September 2018

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