National 4 ESOL Course Support Notes

Contents

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 4 ESOL Course. They are intended for practitioners who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, the *Added Value Unit Specification*, and the Unit Specifications for the Units in the Course.

General guidance on the Course

Aims

The Course offers learners opportunities to develop and extend a wide range of skills including communication, independent learning, critical literacy, personal, interpersonal and team working, and creative thinking. In particular, the Course aims to enable learners to develop the ability to:

♦ read, write, listen, and speak in English
♦ understand and use English language, as appropriate to purpose, audience and context
♦ plan and research by applying English language skills
♦ apply knowledge of English language

The Course contributes to the development of literacy skills by providing learners with opportunities to read, write, listen and speak in English. The contexts used in the Course also give learners the opportunity to develop their citizenship skills.

Progression into this Course

A wide range of learners in school, college and work-based and community-based contexts may undertake the National 4 ESOL Course or relevant component Units.

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

♦ National 3 ESOL Course or relevant component Units
♦ prior learning and/or accreditation of knowledge of English at Basic User level of the CEFR
♦ any other relevant qualification, including individual Units at a different level

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Note: practitioners should refer to the National 4 ESOL Course and Unit Specifications for mandatory information about the skills, knowledge and understanding to be covered in this Course.

These include:

♦ reading, writing, listening, and speaking skills in English in the familiar contexts of everyday life, work and study
♦ knowledge required to understand and use straightforward English language, as appropriate to purpose, audience and context
♦ appendix 1 should also be helpful for planning delivery and assessment

Progression from this Course

Completion of this Course or any of its component Units may provide progression to:

♦ National 5 ESOL or any relevant component Units
♦ further education or training
♦ employment

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

The National 4 ESOL Course forms a hierarchy with the ESOL Courses at National 3, National 5 and Higher. The Courses at National 3, National 4 and National 5 follow a similar structure in terms of Outcomes and Assessment Standards, but differ in the degree of difficulty and complexity from one level to the next.

ESOL Courses at National 3, National 4 and National 5 have two Units of 9 SCQF credit points: *ESOL for Everyday Life* and *ESOL in Context*. In the latter the contexts of work or study are customised to suit the needs of the learner.

This structure aims to facilitate bi-level teaching and enables learners to gain recognition for their best achievement.

It should be noted that at Higher level the hierarchy is continued with a mandatory Unit, *ESOL for Everyday Life* (Higher), and a choice of two optional

Units: *ESOL in Work-related Contexts* (Higher) or *ESOL in Study-related Contexts* (Higher).

Further information on how this hierarchy can be managed is given in the Approaches to learning, teaching and assessment section.

National 3	National 4	National 5	Higher
ESOL for Everyday Life	ESOL for Everyday Life	ESOL for Everyday Life	ESOL for Everyday Life
ESOL in Context	ESOL in Context	ESOL in Context	ESOL in Work-related Contexts **or** ESOL in Study-related Contexts
	Added Value Unit — ESOL assignment	Course assessment	Course assessment

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to gathering assessment evidence within the National 4 ESOL Course.

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work that they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, practitioners should consider this.

Learning and teaching settings
It is likely that the National 4 ESOL Course will be delivered in a variety of settings, for example school, college or life-long learning contexts. The advice and guidance in this section covers these sectors, and practitioners should use their professional judgement in designing and delivering the Course so that it is appropriate, relevant and motivating for individual learners.

Personalisation and choice
The National 4 ESOL Course offers many opportunities for personalisation and choice. Some examples include:

♦   learners choose contexts and topics for the Units, including the Assignment
♦   learners study independently for the Assignment
♦   learners are given choices where appropriate, for example choosing to respond orally or in writing
♦   individual and meaningful feedback given to learners
♦   learners can create their own learning targets/plans for their language learning
♦   providing differentiated materials and approaches
♦   practitioners select the most appropriate assessment methods, taking into account individual needs of learners

Enriching delivery
During the course of their language learning, learners should be given the opportunity to:

♦   enhance their communication skills through the consistent development of the skills of listening, speaking, reading and writing
♦   develop a knowledge of the structure of the English language and how it relates to their own language(s)
♦   develop awareness of other cultures and international citizenship
♦   develop generic skills such as working with others, research skills, skills in presenting information and IT skills

Naturally occurring evidence
Learners will naturally read and listen before writing, discuss tasks with peers
before completion and write notes and first-draft written pieces. In any class
activity, learners will use more than one mode of English to produce evidence,
and practitioners should be aware of this and actively encourage it.

Assessment approaches should aim to help learners to progress through the
Course at their own pace and 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, a Unit or Units. This is naturally occurring evidence.

Examples of naturally occurring evidence include:

Task/activity	Reading assessment opportunities	Listening assessment opportunities	Writing assessment opportunities	Speaking assessment opportunities
Project work: research then present on a chosen topic (in school/college this could be a project carried out in another subject area).	notes made on findings from a source(s)	responding to questions after a presentation	using selected information as the basis for producing a piece of written text	delivering a presentation on the topic
Learners read a text followed by a group discussion.	answering questions on the text	listening and responding within the group discussion	writing responses to issues raised in the text	contributing within the group discussion

Integration and sequencing of Units
In essence, the Course requires learners to show, by providing evidence in a
variety of ways, that they can understand and use the language. In all three
component Units of the Course, learners will be engaged in activities which
involve speaking to others, listening to others, reading and writing.

Combining assessment across Units

In the Units — *ESOL in Context* and *ESOL for Everyday Life* — the Outcomes and Assessment Standards are the same. However, the context in which English is used will differ. The Assignment for the Added Value Unit requires learners to choose a context for their own work. This provides a number of opportunities to integrate teaching, learning and assessment across the Units. For many learners, everyday life involves elements of either work or study, or even both.

Practitioners will recognise the opportunities afforded to them to use evidence from an activity for one Unit as evidence for another.

Practitioners should explore opportunities to combine learning and assessment opportunities across different subject or topic areas and Units where this is appropriate.

ESOL learners may be studying other subjects as well as ESOL. Where this is the case, practitioners should capitalise on opportunities to combine ESOL learning and assessment opportunities with learning in other subject areas.

For speaking and writing in particular, there are topics which could cover work or study and personal and social contexts:

Speaking example
Discuss a personal work/study issue with a partner, giving your opinion and responding to your partner's comments. A task such as this could meet the criteria for both Units as it covers personal, social, transactional, work or study contexts.

Writing example
Write an e-mail to a friend describing your current work/studies. Give your personal opinion and include details of your own experiences.

There are a number of advantages to combining assessments in this way: it can avoid repetition of skills; free up time to focus on learning and additional Course content, which could include external visits and guest speakers on relevant topics and increase the breadth, challenge and interest of assessment tasks. Learners could keep a combined portfolio for the whole Course rather than individual Units. The above tasks are for guidance only. It is for individual centres to choose the best ways of assessing learners.

The National 4 ESOL Course contains Outcomes which can be delivered and assessed in a variety of ways. Skills should be taught in an integrated way and the amount of time spent on each of the skills and each of the Units will depend on the needs of the learners and prior skills, knowledge and understanding.

Integrated approaches to assessing listening and speaking

The integration of listening and speaking activities will allow learners to develop both their listening and speaking skills in the context of 'natural' conversations/ transactions. This is particularly important in preparing learners for the Assignment, which includes oral presentation and question and answer session.

Learners' responses can provide evidence of both listening and speaking. During the conversation or discussion, it is important that the speaker(s) contributes ideas and uses language at a level which allows the listener(s) to satisfy the Assessment Standards.

Developing skills for learning, skills for life and skills for work

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Course.

The Course contributes towards the development of literacy skills by providing learners with opportunities to listen and talk, read and write in English, and the following skills for learning, skills for life and skills for work:

1   Literacy

1.1   Reading
1.2   Listening and talking
1.3   Writing

4   Employability, enterprise and citizenship

4.6   Citizenship

5   Thinking skills

5.3   Applying

The table below provides some suggested opportunities of how these skills can be further developed within the Course.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
1 Literacy **1.1 Reading** **1.2 Listening and talking** **1.3 Writing**	Literacy in English is essentially what the ESOL Course at National 4 is about. Throughout the learning and assessment, learners will develop their skills in reading, writing, listening and speaking in an integrated way.
4.6 Citizenship Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward looking towards society; being able to recognise one's personal role in this context; and being aware of global issues, understanding one's responsibilities within these, and acting responsibly.	Learners will learn about the culture, customs, practices and beliefs in an English speaking country and will develop their English language skills and knowledge. The contexts of everyday life (including society/culture), work and study within the Course will develop learners' understanding of citizenship issues in the English speaking country as well as encouraging understanding of other cultures and communities. This could include developing understanding of Scotland as a multi-cultural and multi-lingual country.
5.3 Applying Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.	Wherever possible, learners should be given the opportunity to apply the skills, knowledge and understanding they have developed to new topics and contexts. Learners will use what they know already, for example, when they use a familiar structure for writing but use different content. Learners will also develop the ability to plan, organise and complete tasks when they undertake language activities, for example, designing a web page in English.

The Course materials used in the classroom should reflect the outside world in which learners are operating. Where learners are learning English in schools, further education colleges or community settings, Course materials should help learners with their studies in other areas and with the systematic development of English language skills. These other areas will include situations in which learners use English effectively to improve their own or others' health and wellbeing, enhance their employability and allow them to develop skills required of good citizens living in Scotland or other English-speaking countries. Skills for learning, skills for life and skills for work should permeate the Course naturally.

Added value

Courses from National 4 to Advanced Higher include assessment of added value. At National 4 the added value will be assessed in the Added Value Unit. At National 5, and Higher, the added value will be assessed in the Course assessment.

Information given in the *Course Specification* and the *Unit Specifications* is mandatory.

The form of the Added Value Unit in National 4 ESOL is an Assignment. Learners are required to show the application of the skills learned in the Course and to address the challenge of applying these skills in an investigation into a topic area which they have chosen in negotiation with their teacher or lecturer.

The assessment for the Added Value Assignment will require learners to provide evidence of:

♦ reading straightforward texts in English
♦ selecting relevant information from the texts
♦ presenting their findings orally, in English
♦ responding to questions in English relevant to the topic

In addition to the above skills, learners will develop a range of other transferable skills including:

♦ investigation and research skills
♦ planning and organisational skills
♦ IT skills
♦ oral and aural skills
♦ the ability to work independently and in collaboration with others
♦ the ability to select, analyse and evaluate facts and ideas

Learners will be supported in the conduct of the Assignment with:

♦ a clear staged outline of the assessment, with timescales/timelines
♦ support with the choice of topic
♦ advice on how to research the topic
♦ advice on how to work independently
♦ advice on presenting the findings

Contexts and suggested topics
Careful choices of context within which a Unit is taught may provide evidence for both different types of evidence covering the four modes of language and satisfy the criteria for another Unit. For the Added Value Unit evidence can be gathered at any point in the Course.

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html.

Appendix 1: Illustrative Language Tables (ILTs)

This Appendix contains illustrative guidance to support the development of learners' language in a systematic way. As ESOL students have to develop both everyday language, and school/college/work language to access topics used in study and/or work contexts, more than one type of language input needs to be covered.

The guidance on the language coverage for ESOL for Everyday Life and 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 in the mainstream classroom.

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 for National 4: Straightforward / familiar	
Language at Word level	**Focus on formation (root/stem/prefix /suffix); spelling; Meaning: denotation, connotation, figurative, literal; Choice: standard/dialect/colloquial/slang**
National 4 **Straight-forward /familiar**	♦ revise and build on National 3: more work on grammatical roles, phrasal verbs, some specialised verbs; more work on the choice of definite/indefinite article; mass vs. count; general vocabulary/some specialised vocabulary developing ♦ making nouns and adjectives from verbs: bored, boring, etc ♦ spelling polysyllabic words ♦ compound words need attention. Word families: synonym/antonym/ hyponym ♦ word choice and effect at a simple level, eg difference between uses of 'fast/quick' ♦ introduction to the potential variation in the grammatical role of a word, eg 'light' as noun, adjective, adverb ♦ concrete vs. abstract nouns
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 4 **Straight-forward /familiar**	♦ build straightforward phrases and clauses into simple, compound, and some complex sentences, moving away from formulaic to creative ♦ revise and develop features encountered at National 3 and incorporate a wider range of phrase and clause types into sentences: preposition phrases; adverbial phrases of time and place, frequency, manner ♦ develop practice in using subordinate clauses and phrases to clarify meaning; start to expand noun phrases ♦ notice the functions of voice: active, passive +/− agent ♦ use subordinating conjunctions: if, when, because, although, unless ♦ further development in using modals for possibility, probability, necessity, obligation
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 4 **Straight-forward /familiar**	♦ undertake a variety of uncomplicated communicative tasks in straightforward social situations ♦ longer texts expected ♦ form paragraphs with main idea and detail: eg reflect on events; offer point of view; report information; give explanations; definitions ♦ connect sections of talk or written paragraphs in simple ways to form a logical structure with simple linkers, eg chronological, procedural sequence, comparison, simple cause/effect

Listening	✓ Build on and develop strategies from National 3. ✓ Work on familiar straightforward materials especially when the context is known. ✓ Identify purpose and genre of familiar topics as monologue, and dialogue interactions with greater ease, and identify some supporting details. ✓ Use contextual clues and distinguish between literal and implied meaning. ✓ Interpret some aspects of tone and register, though misunderstandings in 1:1 interactions in less familiar settings may be frequent. ✓ Understand a wider variety of accents.
Reading	✓ Build on and develop skills from National 3. ✓ Explore material on familiar topics. Skim and scan longer texts. ✓ Practice using dictionary to assist with meaning on unfamiliar topics in order to develop understanding of vocabulary likely to be encountered again or used in speaking or writing. ✓ Research and note relevant straightforward information from a limited number of texts for a specific purpose. Use the information to produce short presentations and written texts. ✓ Distinguish between literal meaning, metaphor, and idiom. ✓ Use different reading strategies for different purposes: extensive, intensive, detailed in straightforward texts on familiar topics.
Speaking	✓ Build on and develop strategies from National 3. ✓ Work on fluency to support longer stretches of connected speech with clear pronunciation in 1:1 and group tasks. ✓ Work on politeness styles for undertaking straightforward interactions of inviting, offering, requesting, making suggestions to a group. ✓ Work on effective use of intonation, interrupting, expressing agreement or disagreement. Use rephrasing and self-correction for repair. Use hesitation devices and fillers. Start to develop awareness of register.
Writing	✓ Build on and develop strategies from National 3. Begin to work more independently. ✓ Use straightforward punctuation correctly, manage commas with simple complex sentences. Brainstorm a topic, plan outline. ✓ Make straightforward applications, enquiries, requests, complaints on familiar topics. Provide an informal descriptive report about self or culture. ✓ Start to explore less formulaic expressions of register.

Illustrative Language Table 2: Integrated tasks for all ESOL levels National 4 candidates should be working towards column 2				
	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: trans-actional	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

contexts	Genre/purpose: Explanations		
	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

contexts	Genre/purpose: Factual stories			
	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: trans-actional	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)

Appendix 2: Reference documents

The following reference documents will provide useful information and background.

♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
♦ *Building the Curriculum 4: Skills for learning, skills for life and skills for work*
♦ *Building the Curriculum 5: A framework for assessment*
♦ Course Specification
♦ Design Principles for National Courses
♦ *Guide to Assessment*
♦ Principles and practice papers for curriculum areas
♦ *SCQF Handbook: User Guide* and SCQF level descriptors
♦ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
♦ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*
♦ Common European Framework of Reference web-page: www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf
♦ NALDIC — NATIONAL ASSOCIATION FOR LANGUAGE DEVELOPMENT IN THE CURRICULUM: www.naldic.org.uk
♦ ESOL Scotland: www.esolscotland.com
♦ Learning in 2+Languages — Education Scotland: www.educationscotland.gov.uk
♦ NATECLA: *www.natecla.org.uk*
♦ Skillswise: *www.bbc.co.uk/skillswise*
♦ TALENT (Training Adult Literacy, ESOL and Numeracy Teachers): *www.talent.ac.uk*
♦ One-stop English: *www.onestopenglish.com*
♦ *SQA ESOL learning and teaching materials: www.sqa.org.uk/esol*
♦ *SQA e-learning materials: www.sqa.org.uk/sqa/32008.html*
♦ *British Council ESOL Nexus (http://esol.britishcouncil.org/)*
♦ *The concept of task complexity is illustrated in the Task Complexity Quadrant developed from North American work based on the BICS/CALP distinction (Jim Cummins 1979, cited in Colin Baker The Foundations of Bilingual Education and Bilingualism, Clevedon: Multilingual Matters, 2006:181).*
♦ The range of genres is illustrated in the 'Genre wheel' set out in the Australian work done by David Rose 'Reading Genre: a new wave of analysis.' In Linguistics and the Human Sciences.2:2, 2007, 185-204.

Administrative information

Published: May 2016 (version 2.0)

History of changes to Course Support Notes

Version	Description of change	Authorised by	Date
2.0	Wording changes and clarifications throughout; Information updated and 'Experiences and Outcomes' wording removed in 'General Guidance on the Unit'; in 'Approaches to Learning and Teaching' section example of tasks/activities table amended and wording on Combining Assessment updated; evidence table removed in Added Value subsection; Appendix1 : Contexts, topics and topic development removed and replaced by Appendix 1: Illustrative Language Tables (ILTs); additional sources provided in Appendix 2.	Qualifications Manager	May 2016

Unit Support Notes — ESOL for Everyday Life (National 4)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *ESOL for Everyday Life* (National 4) Unit. They are intended for practitioners who are delivering this Unit. They should be read in conjunction with:

♦ ESOL for Everyday Life (National 4) *Unit Specification*
♦ ESOL in Context (National 4) *Unit Specification*
♦ National 4 ESOL *Course Specification*
♦ the Added Value Unit: ESOL Assignment
♦ National 4 ESOL *Course Support Notes*
♦ Appropriate Unit Assessment Support packs and Understanding Standards materials

General guidance on the Unit

Aims

The general aim of this Unit is to develop the language skills needed for everyday life in familiar personal, social and transactional contexts for learners whose first language is not English. Learners develop the skills of reading, writing, listening, and speaking, using straightforward English language.

Learners who complete this Unit will be able to:

♦ understand straightforward language written in English
♦ produce written English using straightforward language
♦ understand straightforward language spoken in English
♦ communicate orally in English using straightforward language

This Unit is a mandatory Unit of the National 4 ESOL Course and is also available as a free-standing Unit.

Exemplification of the standards in this Unit is given in the SQA Understanding Standards materials.

Progression into this Unit

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

♦ National 3 ESOL Course or relevant component Units
♦ prior learning and/or accreditation of knowledge of English at Basic User level of the CEFR
♦ any other relevant qualification including individual Units at a different level

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 4 ESOL *Course Support Notes.*

If this Unit is being delivered on a free-standing basis, practitioners are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Unit assessment evidence will be generated in the following contexts: everyday life, including personal, social and transactional contexts.

Progression from this Unit

Completion of this Unit may provide progression to:

♦ other ESOL Units at National 4 level
♦ ESOL (National 5) or any relevant component Units
♦ further education or training
♦ employment

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 for Everyday Life* National 4 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 Unit to observe learners providing evidence which satisfies, completely or partially, Outcomes. This is naturally occurring evidence.

Approaches to assessing reading
Evidence of understanding straightforward written language in English can be in written, oral or digital form.

Learners can develop their reading skills by reading a variety of types and styles of texts, such as fiction, brochures, instructions, and leaflets. Learners can read using one source such as a menu or letter or a number of sources, for example two or three different texts on one topic such as travel or timetabling.

Learners can develop reading skills within this Unit by:

♦   developing the ability to prepare for reading, for example predicting what language/ideas a passage may contain
♦   developing skimming and scanning skills
♦   drawing on knowledge of their own language and/or other languages to assist understanding of English
♦   making effective use of word lists and English dictionaries
♦   applying knowledge and understanding of language features and language structure to assist comprehension, such as learning specific words and phrases in advance of reading a text

Examples of reading activities could include:

♦   comparing two sources by asking what information is different/the same
♦   reading a text and finding information/answering questions
♦   using pre-reading activities such as predicting what language/ideas a passage may contain
♦   highlighting specific language or ideas in a passage
♦   cloze procedure activities

Approaches to assessing writing
Learners should be encouraged to plan their writing, for example by building up knowledge of relevant vocabulary, language features and expression. In planning and preparing for writing, learners will consider the audience and purpose for their writing.

Learners could use reference materials such as word banks or online dictionaries and should be encouraged to 'recycle' words and phrases, for example by applying and developing these in new contexts.

Learners can develop writing skills by:

♦ being aware that the target audience and the purpose for composing a piece of writing will have an impact on the type of language used
♦ demonstrating accuracy in spelling and awareness of language features
♦ showing an awareness of sentence structure
♦ making appropriate use of reference materials, such as English dictionary and word lists
♦ applying vocabulary and language structures gathered from listening and reading activities
♦ demonstrating good use of research skills
♦ drafting, editing and self-evaluating their writing

Approaches to assessing listening
Evidence of listening can be gathered from learners' interactions, such as conversations, discussions or presentations, and responses in English.

Learners could listen to:

♦ talks
♦ monologues
♦ audio books
♦ transactions
♦ discussions
♦ interviews
♦ role plays
♦ dialogues

Learners can develop listening skills within this Unit by:

♦ being aware of the pronunciation of individual sounds, words and phrases
♦ having an awareness of register and intonation patterns, for example recognising the difference between a statement and a question
♦ recognising the expression of emotions through language such as humour, happiness, enthusiasm, sadness, anger, annoyance
♦ listening to and understanding what someone is saying to them and responding appropriately
♦ recognising body language and facial expression to help understanding
♦ focusing on and picking out key information
♦ recognising useful vocabulary and ideas which can be developed and used in other contexts, for example by note-taking
♦ listening for enjoyment, for example giving a reaction to a television programme or podcast

Approaches to assessing speaking
Learners can develop speaking skills within this Unit by:

♦ being aware of the pronunciation of individual sounds and words and making themselves understood when reading aloud or when responding to another person in a conversation or role play
♦ making use of vocabulary and language structures gathered from listening and reading activities
♦ being aware of intonation and using appropriate register
♦ being aware of audience and purpose
♦ developing presentation skills
♦ using body language and facial expression to aid communication
♦ applying knowledge of language features and language structures to speak with accuracy

Learners can develop their speaking individually or within an interaction, transaction, conversation or discussion. For example:

♦ speaking about individual experience or to give information
♦ dialogue with peers or with a teacher/lecturer
♦ transactional contexts such as obtaining goods, information or services
♦ podcasts
♦ interviews and role plays
♦ group discussions
♦ web chats/conferencing
♦ internet voice calls

Learners should be encouraged to communicate clearly and should be given opportunities to practise their speaking skills in order to build confidence. Self-evaluation and supportive peer evaluation will support learners in building confidence and identifying areas for improvement.

Learners may need support in speaking, especially where learners lack confidence, and consideration should be given to group dynamics, for example choice of subject for conversation, room layout, gender and age of the learner. Allowing personalisation and choice in terms of topic, context and audience will support learners.

Approaches to assessment: *ESOL for Everyday Life*
There are various approaches that can be taken with regard to assessment for this Unit and often it will depend on the teacher/lecturer, the learners themselves and whether or not the learners are doing the Unit separately or the complete Course.

A thematic approach to providing naturally occurring assessment evidence
Themes used should be of relevance to the needs and experiences of the learner. Learning and teaching approaches chosen should provide as many opportunities as possible and practical to allow learners to work collaboratively. Peer- and self-assessment should feature largely. Themes may address social issues, personal experiences, community concerns and so on. The table below illustrates how practitioners may adopt a themed approach to the planning of teaching, learning and evidence generation.

Suggested Themes:

Theme	Reading	Writing	Listening	Speaking
Holidays	Read a blog about a holiday destination. Answer questions on the text.	Write an e-mail to your friend suggesting a holiday. Give details.	Listen to a holiday advert. Answer questions on the advert.	Have a discussion with your partner about the ideal holiday destination.
Films	Read a film review. Answer questions on it.	Write a review for a college newsletter/blog about your favourite film.	Watch a trailer for a new film. Answer questions on it.	Have a group discussion about favourite films.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes.*

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Illustrative Language Tables (ILTs)

This Appendix contains illustrative guidance to support the development of learners' language in a systematic way. As ESOL students have to develop both everyday language, and school/college/work language to access topics used in study and/or work contexts, more than one type of language input needs to be covered.

The guidance on the language coverage for ESOL for Everyday Life and 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 in the mainstream classroom.

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 for National 4: Straightforward / familiar	
Language at Word level	**Focus on formation (root/stem/prefix/suffix); spelling; Meaning: denotation, connotation, figurative, literal; Choice: standard/dialect/colloquial/slang**
National 4 **Straight-forward /familiar**	♦ revise and build on National 3: more work on grammatical roles, phrasal verbs, some specialised verbs; more work on the choice of definite/indefinite article; mass vs. count; general vocabulary/some specialised vocabulary developing ♦ making nouns and adjectives from verbs: bored, boring, etc ♦ spelling polysyllabic words ♦ compound words need attention. Word families: synonym/antonym/ hyponym ♦ word choice and effect at a simple level, eg difference between uses of 'fast/quick' ♦ introduction to the potential variation in the grammatical role of a word, eg 'light' as noun, adjective, adverb ♦ concrete vs. abstract nouns
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 4 **Straight-forward /familiar**	♦ build straightforward phrases and clauses into simple, compound, and some complex sentences, moving away from formulaic to creative ♦ revise and develop features encountered at National 3 and incorporate a wider range of phrase and clause types into sentences: preposition phrases; adverbial phrases of time and place, frequency, manner ♦ develop practice in using subordinate clauses and phrases to clarify meaning; start to expand noun phrases ♦ notice the functions of voice: active, passive +/– agent ♦ use subordinating conjunctions: if, when, because, although, unless ♦ further development in using modals for possibility, probability, necessity, obligation
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 4 **Straight-forward /familiar**	♦ undertake a variety of uncomplicated communicative tasks in straightforward social situations ♦ longer texts expected ♦ form paragraphs with main idea and detail: eg reflect on events; offer point of view; report information; give explanations; definitions ♦ connect sections of talk or written paragraphs in simple ways to form a logical structure with simple linkers, eg chronological, procedural sequence, comparison, simple cause/effect

Listening	✓ Build on and develop strategies from National 3. ✓ Work on familiar straightforward materials especially when the context is known. ✓ Identify purpose and genre of familiar topics as monologue, and dialogue interactions with greater ease, and identify some supporting details. ✓ Use contextual clues and distinguish between literal and implied meaning. ✓ Interpret some aspects of tone and register, though misunderstandings in 1:1 interactions in less familiar settings may be frequent. ✓ Understand a wider variety of accents.
Reading	✓ Build on and develop skills from National 3. ✓ Explore material on familiar topics. Skim and scan longer texts. ✓ Practice using dictionary to assist with meaning on unfamiliar topics in order to develop understanding of vocabulary likely to be encountered again or used in speaking or writing. ✓ Research and note relevant straightforward information from a limited number of texts for a specific purpose. Use the information to produce short presentations and written texts. ✓ Distinguish between literal meaning, metaphor, and idiom. ✓ Use different reading strategies for different purposes: extensive, intensive, detailed in straightforward texts on familiar topics.
Speaking	✓ Build on and develop strategies from National 3. ✓ Work on fluency to support longer stretches of connected speech with clear pronunciation in 1:1 and group tasks. ✓ Work on politeness styles for undertaking straightforward interactions of inviting, offering, requesting, making suggestions to a group. ✓ Work on effective use of intonation, interrupting, expressing agreement or disagreement. Use rephrasing and self-correction for repair. Use hesitation devices and fillers. Start to develop awareness of register.
Writing	✓ Build on and develop strategies from National 3. Begin to work more independently. ✓ Use straightforward punctuation correctly, manage commas with simple complex sentences. Brainstorm a topic, plan outline. ✓ Make straightforward applications, enquiries, requests, complaints on familiar topics. Provide an informal descriptive report about self or culture. ✓ Start to explore less formulaic expressions of register.

Illustrative Language Table 2: Integrated tasks for all ESOL levels				
National 4 candidates should be working towards column 2				
	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: trans-actional	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

contexts	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

contexts	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: trans-actional	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)

Appendix 2: Reference documents

The following reference documents will provide useful information and background.

♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
♦ *Building the Curriculum 4: Skills for learning, skills for life and skills for work*
♦ *Building the Curriculum 5: A framework for assessment*
♦ Course Specification
♦ Design Principles for National Courses
♦ *Guide to Assessment*
♦ Principles and practice papers for curriculum areas
♦ Research Report 4 — Less is More: Good Practice in Reducing Assessment Time
♦ *Coursework Authenticity: A Guide for Teachers and Lecturers*
♦ *SCQF Handbook: User Guide* and SCQF level descriptors
♦ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
♦ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*
♦ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html
♦ Common European Framework of Reference web-page: www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf
♦ *NALDIC — NATIONAL ASSOCIATION FOR LANGUAGE DEVELOPMENT IN THE CURRICULUM:* www.naldic.org.uk
♦ *ESOL Scotland:* www.esolscotland.com
♦ Learning in 2+Languages — Education Scotland: www.educationscotland.gov.uk
♦ *NATECLA: www.natecla.org.uk*
♦ *Skillswise: www.bbc.co.uk/skillswise*
♦ *All Talk British Telecom: www.btplc.com*
♦ *TALENT (Training Adult Literacy, ESOL and Numeracy Teachers): www.talent.ac.uk*
♦ One-stop English: *www.onestopenglish.com*
♦ *SQA ESOL learning and teaching materials: www.sqa.org.uk/esol*
♦ *SQA e-learning materials: www.sqa.org.uk/sqa/32008.html*
♦ *British Council ESOL Nexus (http://esol.britishcouncil.org/)*
♦ *The concept of task complexity is illustrated in the Task Complexity Quadrant developed from North American work based on the BICS/CALP distinction (Jim Cummins 1979, cited in Colin Baker The Foundations of Bilingual Education and Bilingualism, Clevedon: Multilingual Matters, 2006:181).*

Administrative information

Published: May 2016 (version 2.0)

Superclass: FK

History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
2.0	Wording changes and clarifications throughout; Information updated and 'Experiences and Outcomes' wording removed in 'General Guidance on the Unit'; in 'Approaches to Learning and Teaching' section example of tasks/activities table amended and wording on Combining Assessment updated; Appendix1 : Contexts, topics and topic development removed and replaced by Appendix 1: Illustrative Language Tables (ILTs); additional sources provided in Appendix 2.	Qualifications Manager	May 2016

Unit Support Notes — ESOL in Context (National 4)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *ESOL in Context* (National 4) Unit. They are intended for practitioners who are delivering this Unit. They should be read in conjunction with:

♦ ESOL in Context (National 4) *Unit Specification*
♦ ESOL for Everyday Life (National 4) *Unit Specification*
♦ National 4 ESOL *Course Specification*
♦ Added Value Unit: ESOL Assignment
♦ National 4 ESOL *Course Support Notes*
♦ Appropriate Unit Assessment Support packs and Understanding Standards materials

General guidance on the Unit

Aims

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, writing, listening and speaking using straightforward English language. In this Unit, the contexts of either work or study will be personalised to meet the needs of learners.

Learners who complete this Unit will be able to:

♦ understand straightforward language written in English
♦ produce written English using straightforward language
♦ understand straightforward language spoken in English
♦ communicate orally in English using straightforward language

This Unit is a mandatory Unit of the National 4 ESOL Course and is also available as a free-standing Unit.

Exemplification of the standards in this Unit is given in the Understanding Standards materials.

Progression into this Unit

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

♦ National 3 ESOL Course or relevant component Units
♦ prior learning and/or accreditation of knowledge of English at Basic User level of the CEFR
♦ any other relevant qualification including individual Units at a different level

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is contained in the *Unit Specification* and in the *Course Support Notes* for National 4 ESOL.
.
If this Unit is being delivered on a free-standing basis, practitioners are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Unit assessment evidence will be generated in work-related or study-related contexts. In both of these contexts, learners should have the opportunity to develop the skills of understanding and using English language in transactional situations.

Progression from this Unit

Completion of this Unit may provide progression to:

♦ other ESOL Units at National 4 level
♦ ESOL (National 5) or any relevant component Units
♦ further education or training
♦ employment

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* (National 4) 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 Unit to observe learners providing evidence which satisfies, completely or partially, Outcomes. This is naturally occurring evidence.

Approaches to assessing reading
Evidence of understanding straightforward written language in English can be in written, oral or digital form.

Learners can develop their reading skills by reading a variety of types and styles of texts, such as fiction, brochures, instructions and leaflets. Learners can read using one source, such as a job advertisement or college prospectus, or a number of sources, for example two or three different texts on one topic, such as health and safety at work or creating a CV.

Learners can develop reading skills within this Unit by:

♦ developing the ability to prepare for reading, for example predicting what language/ideas a passage may contain
♦ developing skimming and scanning skills
♦ drawing on knowledge of their own language and/or other languages to assist understanding of English
♦ making effective use of word lists and English dictionaries
♦ applying knowledge and understanding of language features and language structure to assist comprehension, such as learning specific words and phrases in advance of reading a text

Examples of reading activities could include:

♦ comparing two sources by asking what information is different/the same
♦ reading a text and finding information/answering questions
♦ using pre-reading activities such as predicting what language/ideas a passage may contain
♦ highlighting specific language or ideas in a passage
♦ cloze procedure activities

Approaches to assessing writing
Learners should be encouraged to plan their writing, for example by building up knowledge of relevant vocabulary, language features and expression. In planning and preparing for writing, learners will consider the audience and purpose for their writing.

Learners could use reference materials such as word banks or online dictionaries and should be encouraged to 'recycle' words and phrases, for example by applying and developing these in new contexts.

Learners can develop writing skills by:

♦ being aware that the target audience and the purpose for composing a piece of writing will have an impact on the type of language used
♦ demonstrating accuracy in spelling and awareness of language features
♦ showing an awareness of sentence structure
♦ making appropriate use of reference materials, such as English dictionary and word lists
♦ applying vocabulary and language structures gathered from listening and reading activities
♦ demonstrating good use of research skills
♦ drafting, editing and self-evaluating their writing

Approaches to assessing listening
Evidence of listening can be gathered from learners' interactions, such as conversations, discussions or presentations, and responses in English.

Learners could listen to:

♦ talks
♦ monologues
♦ audio books
♦ transactions
♦ discussions
♦ interviews
♦ role plays
♦ dialogues

Learners can develop listening skills within this Unit by:

♦ being aware of the pronunciation of individual sounds, words and phrases
♦ having an awareness of register and intonation patterns, for example recognising the difference between a statement and a question
♦ recognising the expression of emotions through language such as humour, happiness, enthusiasm, sadness, anger, annoyance
♦ listening to and understanding what someone is saying to them and responding appropriately, eg in work- or study-related contexts
♦ recognising body language and facial expression to help understanding
♦ focusing on and picking out key information
♦ recognising useful vocabulary and ideas which can be developed and used in other contexts, for example by note-taking
♦ listening for enjoyment or personal interest, for example giving a reaction to a television programme or podcast about work-related or study-related issues of relevance to the learner

Approaches to assessing speaking
Learners can develop speaking skills within this Unit by:

♦ being aware of the pronunciation of individual sounds and words and making themselves understood when reading aloud or when responding to another person in a conversation or role play
♦ making use of vocabulary and language structures gathered from listening and reading activities
♦ being aware of intonation and using appropriate register
♦ being aware of audience and purpose
♦ developing presentation skills
♦ using body language and facial expression to aid communication
♦ applying knowledge of grammar and language structures to speak with accuracy

Learners can develop their speaking individually or within an interaction, transaction, conversation or discussion. For example:

♦ speaking about individual experience or to give information
♦ dialogue with peers or with a teacher/tutor
♦ transactional contexts such as obtaining/providing goods, information or services
♦ podcasts
♦ interviews and role plays
♦ group discussions
♦ web chats/conferencing
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Learners should be encouraged to communicate clearly and will be given opportunities to practise their speaking skills in order to build confidence. Self-evaluation and supportive peer-evaluation will support learners in building confidence and identifying areas for improvement.

Learners may need support in speaking, especially where learners lack confidence, and consideration should be given to group dynamics, for example choice of subject for conversation, room layout, gender and age of the learner. Allowing personalisation and choice in terms of topic, context and audience will support learners.

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 or the complete Course.

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 guest speaker	Read a leaflet advertising a talk on an interesting subject. Answer questions about the text.	Write a review for a school/college website about the talk.	Listen to an extract from the talk. Answer questions on it.	Discuss with a partner what you thought about the talk.
Theme	**Reading**	**Writing**	**Listening**	**Speaking**
Work details	Read an information leaflet about days allowed off work. Answer questions on the text.	Write an e-mail to your employer requesting time off work.	Roleplay a staff review with your employer about working days.	Roleplay a staff review with your employer about working days.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes.*

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Illustrative Language Tables (ILTs)

This Appendix contains illustrative guidance to support the development of learners' language in a systematic way. As ESOL students have to develop both everyday language, and school/college/work language to access topics used in study and/or work contexts, more than one type of language input needs to be covered.

The guidance on the language coverage for ESOL for Everyday Life and 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 in the mainstream classroom.

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 for National 4: Straightforward / familiar	
Language at Word level	**Focus on formation (root/stem/prefix/suffix); spelling; Meaning: denotation, connotation, figurative, literal; Choice: standard/dialect/colloquial/slang**
National 4 **Straight-forward /familiar**	♦ revise and build on National 3: more work on grammatical roles, phrasal verbs, some specialised verbs; more work on the choice of definite/indefinite article; mass vs. count; general vocabulary/some specialised vocabulary developing ♦ making nouns and adjectives from verbs: bored, boring, etc ♦ spelling polysyllabic words ♦ compound words need attention. Word families: synonym/antonym/ hyponym ♦ word choice and effect at a simple level, eg difference between uses of 'fast/quick' ♦ introduction to the potential variation in the grammatical role of a word, eg 'light' as noun, adjective, adverb ♦ concrete vs. abstract nouns
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 4 **Straight-forward /familiar**	♦ build straightforward phrases and clauses into simple, compound, and some complex sentences, moving away from formulaic to creative ♦ revise and develop features encountered at National 3 and incorporate a wider range of phrase and clause types into sentences: preposition phrases; adverbial phrases of time and place, frequency, manner ♦ develop practice in using subordinate clauses and phrases to clarify meaning; start to expand noun phrases ♦ notice the functions of voice: active, passive +/− agent ♦ use subordinating conjunctions: if, when, because, although, unless ♦ further development in using modals for possibility, probability, necessity, obligation
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 4 **Straight-forward /familiar**	♦ undertake a variety of uncomplicated communicative tasks in straightforward social situations ♦ longer texts expected ♦ form paragraphs with main idea and detail: eg reflect on events; offer point of view; report information; give explanations; definitions ♦ connect sections of talk or written paragraphs in simple ways to form a logical structure with simple linkers, eg chronological, procedural sequence, comparison, simple cause/effect

Listening	✓ Build on and develop strategies from National 3.
	✓ Work on familiar straightforward materials especially when the context is known.
	✓ Identify purpose and genre of familiar topics as monologue, and dialogue interactions with greater ease, and identify some supporting details.
	✓ Use contextual clues and distinguish between literal and implied meaning.
	✓ Interpret some aspects of tone and register, though misunderstandings in 1:1 interactions in less familiar settings may be frequent.
	✓ Understand a wider variety of accents.
Reading	✓ Build on and develop skills from National 3.
	✓ Explore material on familiar topics. Skim and scan longer texts.
	✓ Practice using dictionary to assist with meaning on unfamiliar topics in order to develop understanding of vocabulary likely to be encountered again or used in speaking or writing.
	✓ Research and note relevant straightforward information from a limited number of texts for a specific purpose. Use the information to produce short presentations and written texts.
	✓ Distinguish between literal meaning, metaphor, and idiom.
	✓ Use different reading strategies for different purposes: extensive, intensive, detailed in straightforward texts on familiar topics.
Speaking	✓ Build on and develop strategies from National 3.
	✓ Work on fluency to support longer stretches of connected speech with clear pronunciation in 1:1 and group tasks.
	✓ Work on politeness styles for undertaking straightforward interactions of inviting, offering, requesting, making suggestions to a group.
	✓ Work on effective use of intonation, interrupting, expressing agreement or disagreement. Use rephrasing and self-correction for repair. Use hesitation devices and fillers. Start to develop awareness of register.
Writing	✓ Build on and develop strategies from National 3. Begin to work more independently.
	✓ Use straightforward punctuation correctly, manage commas with simple complex sentences. Brainstorm a topic, plan outline.
	✓ Make straightforward applications, enquiries, requests, complaints on familiar topics. Provide an informal descriptive report about self or culture.
	✓ Start to explore less formulaic expressions of register.

Illustrative Language Table 2: Integrated tasks for all ESOL levels National 4 candidates should be working towards column 2				
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: trans-actional	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

contexts	Genre/purpose: Explanations		
	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

contexts	Genre/purpose: Factual stories			
	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: trans-actional	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)

Appendix 2: Reference documents

The following reference documents will provide useful information and background.

♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
♦ *Building the Curriculum 4: Skills for learning, skills for life and skills for work*
♦ *Building the Curriculum 5: A framework for assessment*
♦ Course Specification
♦ Design Principles for National Courses
♦ *Guide to Assessment*
♦ Principles and practice papers for curriculum areas
♦ Research Report 4 — Less is More: Good Practice in Reducing Assessment Time
♦ *Coursework Authenticity: A Guide for Teachers and Lecturers*
♦ *SCQF Handbook: User Guide* and SCQF level descriptors
♦ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
♦ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*
♦ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html
♦ Common European Framework of Reference web-page: www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf
♦ *NALDIC — NATIONAL ASSOCIATION FOR LANGUAGE DEVELOPMENT IN THE CURRICULUM:* www.naldic.org.uk
♦ *ESOL Scotland:* www.esolscotland.com
♦ Learning in 2+Languages — Education Scotland: www.educationscotland.gov.uk
♦ *NATECLA: www.natecla.org.uk*
♦ *Skillswise: www.bbc.co.uk/skillswise*
♦ *All Talk British Telecom: www.btplc.com*
♦ *TALENT (Training Adult Literacy, ESOL and Numeracy Teachers): www.talent.ac.uk*
♦ One-stop English: *www.onestopenglish.com*
♦ *SQA ESOL learning and teaching materials: www.sqa.org.uk/esol*
♦ *SQA e-learning materials: www.sqa.org.uk/sqa/32008.html*
♦ *British Council ESOL Nexus (http://esol.britishcouncil.org/)*
♦ *The concept of task complexity is illustrated in the Task Complexity Quadrant developed from North American work based on the BICS/CALP distinction (Jim Cummins 1979, cited in Colin Baker The Foundations of Bilingual Education and Bilingualism, Clevedon: Multilingual Matters, 2006:181).*

Administrative information

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Superclass: FK

History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
2.0	Wording changes and clarifications throughout; Information updated and 'Experiences and Outcomes' wording removed in 'General Guidance on the Unit'; in 'Approaches to Learning and Teaching' section example of tasks/activities table amended; Appendix1 : Contexts, topics and topic development removed and replaced by Appendix 1: Illustrative Language Tables (ILTs); additional sources provided in Appendix 2.	Qualifications Manager	May 2016