Unit Support Notes

Unit Support Notes

ESOL: An Introduction to Beginner English Literacies 2

HW56 72 (National 2)
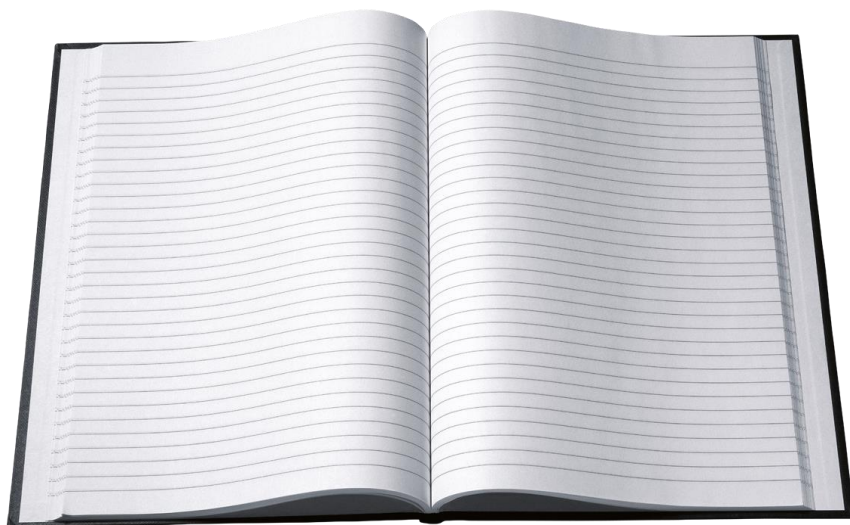
Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Contents

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the ESOL National 2 Unit, *ESOL: An Introduction to Beginner English Literacies 2*. 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 (UASPs)

General guidance on the Unit

Aims

The *ESOL: An Introduction to Beginner English Literacies 2* (National 2) Unit is a free-standing unit. It has been designed for Learners whose first language is not English and who are developing their use of the Roman script. Learners may have variable language skills in their first language but will have little knowledge of English. Learners will develop their speaking and listening skills at an introductory level and will develop skills in reading, understanding and forming words, numbers and basic sentences in English.

Learners who complete this Unit will be able to:

♦ communicate orally in English for personal and social purposes using basic language
♦ understand basic texts written in English
♦ produce basic written English on lines

Progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners may benefit from having attained the skills and knowledge required by the following or by equivalent qualifications and/or experience:

♦ English for Speakers of Other Languages: An Introduction to Beginner English Literacies 1 (National 2)

Skills, knowledge and understanding covered in this Unit

The purpose of this unit is to further develop basic English literacy and communication skills in learners who may have variable language skills in their first language but will have limited knowledge of written English. In this unit, personal and social contexts will be used to meet the needs of learners. Learners will develop their level of competence in the skills of speaking and listening at an introductory level and develop basic skills in reading, writing and using numbers in English. In order to provide a focus for the development of these skills, the following are suggested topics:

♦ Personal identity
♦ House, homes and environment
♦ Daily life
♦ Free time and leisure
♦ Health
♦ Shopping
♦ Travel
♦ Food and drink

Teachers and lecturers are free to select the skills, knowledge, understanding and personal and social contexts which are most appropriate for delivery in their centres. However, care should be taken to ensure that selected content and contexts provide opportunities to generate evidence for all outcomes and assessment standards.

Information about skills, knowledge and understanding, along with suggested topics and topic development, is given in the 'Approaches to learning, teaching and assessment' section.

Progression from this Unit

Completion of this Unit may provide progression to:

♦ National 2 ESOL for Everyday Life: Listening and Speaking
♦ National 2 ESOL for Everyday Life: Reading and Writing
♦ National 2 ESOL in Context: Listening and Speaking
♦ National 2 ESOL in Context: Reading and Writing

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: An Introduction to Beginner English Literacies 2 (National 2) Unit.*

In this Unit, limited use of language is expected and the learner is likely to need explanation with demonstration and use of visual aids to assist with understanding of instructions and descriptions.

Learners who complete this unit will be able to talk to a supportive speaker of English in personal and social contexts and demonstrate understanding of and produce basic written and numerical information in familiar and predictable personal and social contexts.

Unit content should be personalised to take account of the needs and life experiences of the learner.

Given the diverse contexts in schools, further education colleges or community settings, a flexible approach to teaching and learning should be taken.

For learners who have little or no previous knowledge of English and are unfamiliar with the Roman script the National 2 Unit, *English for Speakers of Other Languages: An Introduction to Beginner English Literacies 1* is the most appropriate starting point. For learners who have little or no previous knowledge of English and limited or no literacy in their first language, the National 2 Unit, *English for Speakers of Other Languages: Preparation for Literacy* is the most appropriate starting point.

Learning and Teaching

Lecturers and teachers should explore opportunities to combine teaching, learning and assessment across different subject or topic areas, where this is appropriate. The personal and social contexts used should be personalised to suit the needs of learners as appropriate, and they should be given maximum opportunity to practise and demonstrate their skills in a variety of contexts.

Teachers and lecturers should plan activities to meet learners' needs in the different skills which they need to develop. The approach should be learner-centred and focus on developing learners' speaking and listening in personal and social contexts and understanding of written English, including numbers, and writing in personal and transactional contexts. These may include focus on the following:

Reading basic texts	♦ Being able to identify key words ♦ Deciphering basic unknown vocabulary using the phonic approach ♦ Identifying and demonstrating understanding of basic numerical information

	♦ Matching written information to pictures ♦ Demonstrating knowledge of common signs, symbols and social sight vocabulary ♦ Demonstrating knowledge of alphabetical order ♦ Being able to use a basic learners' dictionary ♦ Identifying the genre of a text ♦ Identifying the purpose of a text ♦ Reading for specific information ♦ Developing skills – skimming, scanning
Writing basic words, phrases and sentences including numbers	♦ Writing numbers, times, dates, days and months ♦ Writing upper and lower case accurately ♦ Understanding when to use full stops and question marks ♦ Using a vocabulary notebook ♦ Writing names and addresses correctly ♦ Writing with reasonable phonetic accuracy short words that are in his/her oral vocabulary ♦ Checking spelling ♦ Writing basic sentences using basic word order ♦ Drafting and redrafting ♦ Filling in a class worksheet
Listening to basic texts and to others in familiar situations	♦ Matching spoken information to written texts and/or pictures ♦ Understanding basic directions and commands ♦ Showing knowledge of different genres ♦ Recognising key words and main points ♦ Understanding familiar accents
Speaking to others on familiar topics	♦ Being able to pronounce basic familiar words adequately to be understood ♦ Being able to distinguish question/answer intonation ♦ Showing basic awareness of stress and rhythmic patterns ♦ Using basic hesitation devices and fillers ♦ Using grammatical elisions ♦ Using basic common phrases appropriately to respond and show interest

A number of themes and topics can be used to develop language skills within personal or social contexts. Using a variety of activities and a range of suitable print, audio, audio-visual or digital media texts as stimulus material can help make learning activities engaging and relevant to the learner.

The tables below give some examples of general and topic-specific learning activities which teachers and lecturers can develop and/or adapt. No one context or topic is mandatory and learners are not expected to demonstrate competence in each area. Any other appropriate topics can be developed.

ESOL	
Context	**Learning Activities**
Personal Identity	♦ Providing basic personal information and obtaining similar information from others ♦ Spelling, writing and signing their name ♦ Saying and writing their address, postcode and telephone number accurately ♦ Saying and writing their date of birth ♦ Demonstrating an understanding of and writing short basic sentences related to personal and social information ♦ Demonstrating understanding of and writing short basic sentences relating to personal and social information
House, home and environment	♦ Saying where they live eg house or flat and obtaining similar information from others ♦ Demonstrating an understanding of and writing short basic texts relating to home or social life eg notes to family and friends Demonstrating an understanding of social sight vocabulary relating to house, home and environment
Daily Life	♦ Responding to questions, giving short, basic pieces of information about daily routines and obtaining similar information from others ♦ Demonstrating an understanding of and writing short texts about daily routines at home/school/college/work as appropriate ♦ Demonstrating an understanding of social sight vocabulary relating to daily routines at home, work, school and college ♦ Demonstrating understanding of and writing short basic sentences relating to daily routines at home, work, school and college

Free time and leisure	♦ Responding to questions, giving short, basic pieces of information about what they like to do in their free time and obtaining similar information from others ♦ Demonstrating an understanding of and writing short basic texts about what they like to do in their free time ♦ Demonstrating an understanding of basic notes ♦ Demonstrating an understanding of social sight vocabulary relating to free time and leisure ♦ Demonstrating an understanding of and writing short basic sentences relating to free time ♦ Demonstrating an understanding of and writing numbers, times, dates and prices
Health	♦ Responding to questions, giving short, basic pieces of information about their health and obtaining similar

	information from others ♦ Knowing names of parts of the body ♦ Demonstrating an understanding of information and short basic texts about health ♦ Demonstrating an understanding of numerical information relating to health
Shopping	♦ Making basic requests for goods ♦ Demonstrating an understanding of and writing basic texts about shops and shopping eg shopping lists ♦ Demonstrating an understanding of social sight vocabulary relating to shopping ♦ Demonstrating an understanding of and writing numerical information related to shopping ♦ Demonstrating an understanding of and writing short basic sentences relating to shopping
Travel	♦ Making basic requests and asking for and providing basic pieces of information ♦ Demonstrating understanding of and writing basic texts about travel ♦ Demonstrating an understanding of social sight vocabulary related to travel ♦ Demonstrating understanding of and writing numerical information related to travel ♦ Getting information from extracts from basic maps and timetables ♦ Demonstrating an understanding of and writing short basic sentences relating to travel
Food and drink	♦ Making basic requests and asking for and providing basic pieces of information ♦ Demonstrating an understanding of and copying basic texts about food and drink ♦ Demonstrating an understanding of social sight vocabulary related to food and drink ♦ Demonstrating an understanding of a basic menu of common dishes ♦ Demonstrating an understanding of and writing numerical information related to food and drink ♦ Demonstrating an understanding of and writing short basic sentences relating to food and drink

Assessment

There are many opportunities to assess skills individually or in combination across outcomes. There are also many opportunities for assessment evidence to be generated naturally from learning and teaching activities.

Themed approaches present many opportunities for learners to generate evidence for each skill individually or in combination with others.

General Context: Personal

Combined Reading and Writing	Combined Listening and Speaking
Reading short basic authentic texts found at home or work/school including reading numerical information contained within the texts. Writing accurately on lined paper and producing basic sentences in response to prompts, eg personal questions.	Providing basic personal information and being able to obtain and understand similar information from others in the class.

General Context: Social

Combined Reading and Writing	Combined Listening and Speaking
Demonstrating understanding of basic notes, postcards, short letters/emails. Writing a basic note, card or letter using basic writing frames.	Having a basic interaction requesting and obtaining basic information.

General Context: Transactional

Combined Reading and Writing	Combined Listening and Speaking
Correctly answering questions on different text types (eg a bill, a receipt, an advertisement, a bus ticket or other basic texts. Filling in a form accurately with personal details and a short text in response to questions, for example a lost property form.	Role-playing - giving basic information and obtaining basic information.

Suggested Theme: Travel

Reading	Writing	Listening	Speaking
Identifying the genre and purpose of different basic written texts to do with travel such as a ticket, a timetable, a	Writing a basic note/email on lined paper based on questions from the teacher about a trip. Completing	Providing basic information and obtaining basic information about a trip.	Providing basic information and obtaining basic information about a trip.

receipt and a price list. Demonstrating understanding of essential information, including numerical information, by answering questions.	the note/email with their name, address and telephone number without copying from any source.		

Suggested Theme: Free time and leisure

Reading	Writing	Listening	Speaking
Identifying the genre and purpose of different basic written texts to do with sports facilities such as an advertisement, a timetable, a booking form and an email booking confirmation. Demonstrating understanding of essential information, including numerical information, by answering questions.	Filling in a basic form to join a sports/exercise class based on prompts. Completing the form with their name, address and telephone number without copying from any source.	Providing basic information and obtaining basic information about a favourite sport or activity.	Providing basic information and obtaining basic information about a favourite sport or activity

In any of these examples, evidence could be generated in response to specific assessment tasks or could be generated naturally as part of teaching and learning activities such as:

♦   Recordings of conversations
♦   Completing basic forms
♦   Completing a grid on different texts

Whatever the assessment context, evidence can take any appropriate form, such as:

♦   a folder of reading and written work
♦   detailed observation notes or a completed assessment checklist showing details of a candidate's responses for speaking and listening
♦   oral or written responses to different text types
♦   an audio or video recording of a conversation

Assessing understanding of different text types may be done orally.

Assessors are required to keep clear records of evidence and assessment decisions. If assessments are combined, whether by context or by skill, evidence of individual outcomes and assessment standards should be carefully tracked to ensure that learners who do not achieve the complete combined assessment can still have recognition for the assessment standards they have achieved, and be reassessed only for those assessment standards not yet achieved.

At this level, when speaking, it can be expected that there will be:

♦ frequent inaccuracies in basic structures and vocabulary
♦ frequent hesitations during the communication
♦ frequent repetition to clarify meaning
♦ rephrasing of requests for information by either party.

Writing activities undertaken by the learners at this level should not extend beyond the writing of basic texts, including numbers, from prompts/questions and the writing of their name, address and telephone number without copying from another source.

Unit assessment support packs (UASPs) provide additional exemplification of assessment tasks and contexts, and include advice on making assessment judgements, reassessment, assessment conditions and recording evidence.

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

The *Unit Specifications* list the skills for learning, skills for life and skills for work that learners should develop in this Unit. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and should be built into the Unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Unit.

The table below provides some suggestions for how these skills can be further developed within the Units.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
1.1 Reading **1.2 Listening and talking** **1.3 Writing**	Literacy in English is essentially what the National 2 ESOL Units entail. Throughout the learning and assessment activities, learners will build their skills for specific purposes in reading, writing, listening and speaking in an integrated and naturally occurring 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 personal, social and transactional (including society/culture), within this unit will develop learners' understanding of citizenship issues in the English-speaking country as well as promoting understanding of their own culture and community. 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.

Skills for learning will feature prominently in the unit but teachers and lecturers will also be aware of opportunities for skills for life and skills for work.

It is important that learners have opportunities to develop these broad general skills as an integral part of their learning experience.

There will be opportunities for the development of additional skills for learning, skills for life and skills for work throughout this Unit. These will vary from centre to centre depending on the approaches being used to deliver the unit.

The unit materials used should reflect the outside world in which learners are operating. Where learners are learning English in schools, further education colleges or community settings, materials should help learners with their studies in other areas to promote interdisciplinary learning and the systematic development of English language skills. These other areas will include situations in which learners use English to improve their own or others' health and well-being, enhance their employability, 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 permeate the Unit and should occur naturally.

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.

Any additional support needs of learners should be taken into account when planning learning experiences or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials that reflect an inclusive view.

For any candidates with additional support needs, the use of assistive technologies such as adapted keyboard and mouse and specialist software to complete the assessment would be appropriate.

Appendix 1: 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*
- *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*
- All Talk British Telecom: *www.btplc.com*
- TALENT (Training Adult Literacy, ESOL and Numeracy Teachers): *www.talent.ac.uk*
- Starfall Literacy Resources**:** http://www.starfall.com
- *Doorway to Practical Literacy***:** https://za.pinterest.com/pin/468515167471458205/
- 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/*
- *British Council ESOL Nexus Literacy http://esol.britishcouncil.org/content/teachers/staff-room/teaching-articles/working-esol-learners-basic-literacy-needs*
- *ESOL Literacy Network: https://centre.bowvalleycollege.ca/networks/esl-literacy-network*
- *LESLLA (Low Educated Second Language and Literacy Acquisition) for Adults: http://www.leslla.org/teacher_resources.htm*
- *National Adult Literacy Agency: https://www.nala.ie/news/useful-esol-websites*

Administrative information

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History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date