

Unit Support Notes

ESOL for Everyday Life: Reading and Writing (National 2)

ESOL for Everyday Life: Listening and Speaking (National 2)



Valid from August 2015

This edition: July 2015 (version 1.0)

This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of these *Unit Support Notes* can be downloaded from SQA's website: www.sqa.org.uk.

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

Contents

Introduction	1
General guidance on the Units	1
Approaches to learning, teaching and assessment	3
Equality and inclusion	12
Appendix 1: Reference documents	13

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the ESOL National 2 Units, *ESOL for Everyday Life: Reading and Writing* and *ESOL for Everyday Life: Listening and Speaking*. They are intended for teachers and lecturers who are delivering these Units. They should be read in conjunction with:

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

General guidance on the Units

Aims

The *ESOL for Everyday Life: Reading and Writing* (National 2) Unit and the *ESOL for Everyday Life: Listening and Speaking* (National 2) Unit are free-standing Units. However, they are designed to complement each other. You may choose to deliver these two Units together and use a combined approach to the assessment of the four skills developed across them.

The general aim of these Units is to develop the basic language skills needed for everyday life in familiar personal, social and transactional contexts for learners whose first language is not English. Learners undertaking these Units will have little or no previous knowledge of English but will be familiar with the Roman script.

In *ESOL for Everyday Life: Reading and Writing*, learners develop the skills of reading and writing using basic English language.

Learners who complete this Unit will be able to:

- ◆ understand basic language written in English
- ◆ produce written English using basic language

In *ESOL for Everyday Life: Listening and Speaking*, learners develop the skills of listening and speaking using basic English language.

Learners who complete this Unit will be able to:

- ◆ understand basic language spoken in English
- ◆ communicate orally in English using basic language

Exemplification of the standards in these Units is given in the *Unit Assessment Support packs*.

Progression into these Units

Entry to these Units 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:

- ◆ English for Speakers of Other Languages: An Introduction to Beginner English Literacies 1 Access 2
- ◆ English for Speakers of Other Languages: An Introduction to Beginner English Literacies 2 Access 2
- ◆ Some prior learning and/or accreditation of knowledge of English at Basic User level of the CEFR

Learners who undertake these Units should be familiar with the Roman script.

Skills, knowledge and understanding covered in these Units

The National 2 ESOL Units are designed to complement each other to cover the four skills of reading, writing, listening and speaking in everyday life contexts. However, they may also be delivered on a stand-alone basis.

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres. Selecting topics to enable combined assessment across Units would be appropriate; however, care should be taken to ensure that selected content and contexts provide opportunities to generate evidence for all Outcomes and Assessment Standards in each Unit.

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 these Units

Completion of these Units may provide progression to:

- ◆ National 2 ESOL in Context: Reading and Writing
- ◆ National 2 ESOL in Context: Listening and Speaking
- ◆ National 3 ESOL Course 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: Reading and Writing (National 2)* and the *ESOL for Everyday Life: Listening and Speaking (National 2)* Units.

At National 2 level the learner will have little or no previous knowledge of English although they should be familiar with the Roman script. While studying these Units candidates will begin to develop their level of competence in the skills of reading, writing, listening and speaking in English for personal, social and transactional purposes.

Candidates who complete these Units will be able to understand, request and provide short, simple spoken and written information in familiar and predictable contexts.

Unit content should be based on the needs and life experiences of the learner. Teachers and lecturers should consider what English for everyday life actually means for individual learners.

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

Where teaching and learning are more suited to familiar personal, social and transactional contexts, centres may choose instead to deliver the other ESOL Units at National 2 level, *ESOL in Context: Reading and Writing* and *ESOL in Context: Listening and Speaking*.

For candidates unfamiliar with the Roman script, the two Access 2 Units, *English for Speakers of Other Languages: An Introduction to Beginner English Literacies 1* and *English for Speakers of Other Languages: An Introduction to Beginner English Literacies 2* are the most appropriate starting points.

Learning and Teaching

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

In these Units, limited use of language could be expected and learners are likely to need explanation with demonstration and/or access to a dictionary to assist with understanding instructions and descriptions.

Teachers and lecturers will wish to plan activities to meet learners' needs in the four skills of reading, writing, listening and speaking. There should be particular emphasis on acquiring knowledge of the basic structures of the language, building vocabulary, developing fluency and building confidence when using the language. Teaching and learning activities should facilitate both sequential and concurrent development of all four language skills, and may include focus on the following:

<p>Reading various basic texts and types</p>	<ul style="list-style-type: none"> ◆ Developing skills in skimming and scanning ◆ Being able to identify key words ◆ Using basic knowledge of different genres to identify the purpose of a text ◆ Selecting relevant information ◆ Recognising context and predicting general meaning ◆ Reading and recognising simple sentence structure ◆ Recognising a limited number of words, signs and symbols ◆ Recognising common abbreviations ◆ Understanding alphabetical order and being able to use simple bilingual and picture dictionaries
<p>Writing simply in a variety of forms</p>	<ul style="list-style-type: none"> ◆ Using upper and lower case accurately ◆ Checking spelling ◆ Writing numbers, times, dates ◆ Understanding when to use capital letters, full stops and question marks ◆ Using a vocabulary notebook ◆ Writing with reasonable phonetic accuracy short words that are in his/her oral vocabulary ◆ Writing a simple sentence using basic word order and verb form ◆ Using an appropriate format or layout ◆ Drafting and redrafting
<p>Listening to basic texts of familiar forms and to others in familiar situations</p>	<ul style="list-style-type: none"> ◆ Predicting general meaning ◆ Identifying the purpose of a text ◆ Identifying basic genres ◆ Listening for and selecting specific information ◆ Recognising key words and main points ◆ Understanding familiar accents
<p>Speaking to others on familiar topics</p>	<ul style="list-style-type: none"> ◆ Being able to pronounce simple familiar words adequately to be understood ◆ Attempting the use of appropriate intonation ◆ Showing awareness of word and sentence stress ◆ Using cooperative strategies eg asking for help or repetition, use of mime and gesture ◆ Being able to self-correct when appropriate ◆ Using very basic discourse markers and linking devices

A number of themes and topics can be used to develop language skills within personal, social or transactional 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 for Everyday Life — general contexts	
Context	Learning Activities
Personal	<ul style="list-style-type: none"> ◆ Providing and understanding information about each other. For example where they live, where and when they were born, which school or college they attend and in which class, where they work and what they do, what their plans are for future study, eg 'I want to be ...' ◆ Giving simple information about their family ◆ Speaking about likes and dislikes including food, subjects and leisure activities ◆ Describing how they feel ◆ Spelling their name and address ◆ Reading and writing short simple texts relating to personal information
Social	<ul style="list-style-type: none"> ◆ Describing daily routines at home/ school/ college/ work ◆ Understanding and writing simple notes/ e-mails ◆ Discussing accommodation, local area and basic services ◆ Discussing lifestyle – diet and exercise and their effect on health ◆ Describing the weather ◆ Discussing their free time and understanding short, simple written information about leisure activities ◆ Speaking and reading about holidays, festivals and cultural heritage ◆ Speaking and reading about travel and means of transport
Transactional	<ul style="list-style-type: none"> ◆ Making simple purchases, stating a problem, exchanging goods ◆ Calling an emergency number and giving appropriate details ◆ Role-playing interactions in a variety of transactional situations, paired or small group discussions ◆ Making requests and understanding basic information about the local area, travel and leisure activities ◆ Understanding key points such as dates, times and cost ◆ Understanding alphabetical order to get information from reference books, eg phone book, street map ◆ Being able to perform basic searches on the internet ◆ Getting information from a variety of short simple texts, eg labels, leaflets, advertisements, store guides ◆ Reading and filling in simple forms in a variety of formats and layouts ◆ Understanding simple signs and notices

ESOL for Everyday Life — specific topics	
Topic	Learning Activities
Personal identity	Providing and obtaining personal information; greeting, introducing and leave-taking; asking for and giving information about family; expressing likes and dislikes about food, sports, etc.
Lifestyle	Describing feelings and illnesses; describing routines; referring to different means of transport; talking about past events and future plans.
Physical environment	Requesting and offering information about accommodation; asking for/giving instructions for household / basic work tasks; stating a problem about a local amenity / service; making suggestions.
Obtaining/ providing goods and services	Making simple purchases by stating what is wanted and asking the price; stating a problem, eg 'It's too big/small' 'It's not working'; exchanging goods or asking for a refund; calling an emergency number; giving location and asking for relevant service; registering with a health practitioner; stating symptoms and following basic advice / instructions.
Entertainment/ going out/leisure	Describing frequency and time duration when discussing leisure activities and holidays; inviting, accepting and refusing; making arrangements; talking about likes/dislikes, eg TV programmes, films, music, use of computers, etc.
Travel	Asking for and giving simple travel information, eg times, cost, platform; making simple requests for tickets; getting information from short, simple announcements; asking for, understanding and providing simple directions; getting information from simple maps and timetables.
The weather	Giving simple description of the weather, eg sunny, cold, windy; stating their preference of the weather, eg 'I like ...'; reading simple weather charts.
Cultural awareness	Exchanging basic information about festivals; understanding a short, simple text about a festival; writing a short, simple text about a celebration/ festival/ cultural heritage.

Assessment

There are many opportunities to assess skills the four skills of reading, writing, listening and speaking individually, in combination across the two Outcomes in each Unit, or in combination across both Units. There are also many opportunities for assessment evidence to be generated naturally from learning and teaching activities. Additionally, it may also be possible to generate evidence which satisfies the requirements of the National 2 *ESOL in Context* Units within a single programme of work.

Themed approaches present many opportunities for candidates to generate evidence for each skill individually or in combination with others, as indicated in the 'multi-skill' examples below.

General Context: Personal

Combined Reading and Writing	Combined Listening and Speaking
Reading a short biography and being able to answer questions on the text. Writing a similar short autobiography.	Providing 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
Reading a simple text about a topic followed by completion of a form or table.	Having a basic discussion with a partner on the same topic.

General Context: Transactional

Combined Reading and Writing	Combined Listening and Speaking
Reading instructions and then filling in basic personal information on a simple form.	Role-playing at the doctor's surgery - giving basic personal information, stating simple symptoms, understanding basic information and simple instructions.

Suggested Theme: Health

Reading	Writing	Listening	Speaking
Read the instructions of how a certain medicine should be used and respond to questions on the text.	Fill in a simple form about personal medical history.	Listen to a simple NHS advice helpline giving basic general information and note the key points.	Role-play an appointment with a doctor providing basic information and asking for advice.

Suggested Theme: Celebrations

Reading	Writing	Listening	Speaking
Read a description of a particular celebration and identify the overall purpose and main points.	Write an invitation for a particular celebration.	Listen to a basic cooking demonstration and make notes on the main ingredients and stages.	Discuss with a partner what you need to organise/plan for the celebration.

Suggested Theme: Free Time

Reading	Writing	Listening	Speaking
Read a cinema leaflet/webpage giving details of films and showing times and dates. Identify the overall purpose and main points.	Write a note/ e-mail/text to a flatmate/partner/ friend describing where you have gone and when you will be back.	Listen to a basic sports' results programme and make notes on the main points.	Discuss with a partner what you like to do in your free time.

Suggested Theme: The Environment

Reading	Writing	Listening	Speaking
Read a simple leaflet/webpage about household recycling and identify the overall purpose and main points.	Write an e-mail to your local school offering something to be re-used.	Listen to a simple podcast about changes in the weather and respond to questions on the text.	Discuss with a partner how you travel to work/ school/college.

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:

- ◆ filling in forms which require to be completed within an everyday life context
- ◆ writing a note or an e-mail to a friend asking to arrange a meeting
- ◆ making an appointment by telephone

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

- ◆ a folder of written work for reading and writing
- ◆ detailed observation notes or a completed assessment checklist showing detail of a candidate's responses for speaking and listening
- ◆ oral or written responses to a reading or listening text
- ◆ the final copy of a written text and any drafts
- ◆ an audio or video recording of a discussion/conversation

Assessing understanding of reading and listening texts 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

When writing, the piece should convey meaning despite frequent errors in grammar, spelling and punctuation.

Unit Assessment Support packs 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 these Units. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and should be built into the Units where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Units.

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
<p>1.1 Reading</p> <p>1.2 Listening and talking</p> <p>1.3 Writing</p>	<p>Literacy in English is essentially what the National 2 ESOL Units are about. 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.</p>
<p>4.6 Citizenship</p> <p>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.</p>	<p>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 context of everyday life (including society/culture), within these Units will develop learners' understanding of citizenship issues in the English-speaking country as well as encouraging understanding of their own culture and community. This could include developing understanding of Scotland as a multi-cultural and multi-lingual country.</p>
<p>5.3 Applying</p> <p>Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.</p>	<p>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.</p>

Skills for learning will feature prominently in the Units 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 these Units. These will vary from centre to centre depending on the approaches being used to deliver the Units.

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 Units 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 Units.

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 on SQA’s website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Unit Specifications](#)
- ◆ [Guide to Assessment \(January 2014\)](#)
- ◆ [Research Report 4 — Less is More: Good Practice in Reducing Assessment Time](#)
- ◆ [Coursework Authenticity — a Guide for Teachers and Lecturers](#)
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors www.sqa.org.uk/sqa/4595.html
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) (sqa.org.uk)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#) (sqa.org.uk)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA Guidelines on Online Assessment for Further Education](#)
- ◆ SQA e-assessment web page: <http://www.sqa.org.uk/sqa/68750.html>
- ◆ Common European Framework of Reference web-page: www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf
- ◆ *SQA ESOL learning and teaching materials* www.sqa.org.uk/esol
- ◆ SQA e-learning materials <http://www.sqa.org.uk/sqa/32008.html>
- ◆ British Council ESOL Nexus (<http://esol.britishcouncil.org/>)
- ◆ 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

Administrative information

Published: July 2015 (version 1.0)

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

© Scottish Qualifications Authority 2015

This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies can be downloaded from SQA's website at www.sqa.org.uk.

Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version.