



An Bord Oideachais agus Oiliúna Chathair Átha Cliath
City of Dublin Education and Training Board

Programme Module

English as a Second Language

leading to

Level 3 QQI Component: English as a Second Language 3N0870

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 - 1. Level 3 QQI Certificate in General Learning 3M0874**
 - 2. Level 3 QQI Certificate in Employability Skills 3M0935**
 - 3. Level 3 QQI Certificate in Information and Communication Technologies 3M0877**
- Upon successful completion of this programme module the learner will achieve 10 credits towards the CDETb Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies
- The learner needs to achieve a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors will devise Assessment Brief/s for the Collection of Work and Skills Demonstrations
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content
- Where there is an opportunity to facilitate the learners to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module English as a Second Language	2. Component Name and Code Level 3 English as a Second Language 3N0870
3. Duration in Hours of Programme Module 100	4. Credit Value 10
5. Assessment Technique Skills Demonstration 60% Collection of Work 40%	6. Specific Requirements Centres must have access to the range of services, professional products, tools, materials and equipment to ensure the learner has the opportunity to cover all of the practical activities.
7. Aims of the Programme Module <p>This programme module aims to equip the learner with the knowledge, skill and competences to communicate at a basic level of English, in both social and work-related tasks.</p> 8. Objectives: <ul style="list-style-type: none"> • to develop a level of language in order to be able to use English in a limited and familiar range of social and professional situations across all four language skills • to gain an initial understanding of Irish culture • to learn to indicate a breakdown in communication and use relevant vocabulary to redress the situation. 	
9. Learning Outcomes of Level 3 English as a Second Language 3N0870 <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. display awareness of some basic features of the culture of the target country, to include commonplace greetings and social courtesies, and local customs 2. use introductory vocabulary, to include greetings, introductions, courtesies, basic personal information, numbers 1-100, time, simple directions, making purchases, food and drink 3. use sentence connectors, question words and simple grammatical constructions with correct pronunciation 4. exchange familiar information, to include personal details such as where they live, people they know and things they have, notions of time and quantity, space and location, lifestyle preferences and responsibilities 5. indicate a breakdown in communication, to include a signal of non-understanding, asking for repetition or slower speech, or 'Do you speak [learner's native language]?' in the target language 6. read simple notices, signs and short pieces of text on familiar subjects, to include social and/or work-related information 7. interact in a simple way in the target language, to include simple exchanges and use of basic phrases, ordering food and drink, and making familiar purchases. 	
Delivery Strategies and Learning Activities <p>The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities.</p>	

10. Guidelines for Teaching and Learning

Please note: Some of the Learning Outcomes outlined in Section 9 have been divided into smaller units to facilitate planning, teaching, learning and assessment. However, the sequence of teaching is at the discretion of the teacher/tutor. The Learning Outcomes in Section 9 have been cross-referenced against the Council of Europe's Common European Framework of Reference for Languages (CEFR) at Level A2. For more information and a detailed breakdown of illustrative scales etc: [www. http://www.coe.int/t/dg4/linguistic/cadre_en.asp](http://www.coe.int/t/dg4/linguistic/cadre_en.asp)

1. Display awareness of some basic features of the culture of the target country, to include commonplace greetings and social courtesies, and local customs
 - 2a. Use introductory vocabulary, to include greetings, introductions, courtesies, basic personal information and
 - 2b. Numbers 1-100
 - 2c. Time
 - 2d. Simple directions
 - 2e. Making purchases
 - 2f. Food and drink
3. Use sentence connectors, question words and simple grammatical constructions with correct pronunciation
4. Exchange familiar information, to include personal details such as:
 - 4a. where they live
 - 4b. people they know
 - 4c. things they have
 - 4d. notions of time and quantity
 - 4e. space and location
 - 4f. lifestyle preferences
 - 4g. responsibilities
5. Recognise a breakdown in communication, to indicate a signal of non-understanding, asking for repetition or slower speech, or 'Do you speak (mother tongue)' in the target language
6. Read simple notices, signs and short pieces of text on familiar subjects, to include social and/or work-related information
7. Interact in a simple way in the target language, to include simple exchanges and use of basic phrases for
 - a. ordering food and drink
 - b. making familiar purchases.

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

Explore some basic features of modern Irish culture, including commonplace greetings and social courtesies, and local customs. This may include but is not limited to the following topics:

- Commonplace greetings in Ireland, for example:
 - Hi , Hello
 - How's it going?
 - Good morning/afternoon/evening

It is worth exploring the typical greetings learners are likely to encounter in social and work contexts.

- Social courtesies, for example, saying 'Please', 'Thank you', 'Excuse me' etc
It might be useful to explore social courtesies in learners' own cultures, and how this is reflected through

language. For example, in many languages, it is not necessary to say please/thank you when making a request. Instead, politeness is expressed through other means, for example intonation or subjunctive voice.

- Significant holidays/festivals in Ireland, for example:

Holidays:	Religious holidays	Festivals
St Patrick's Day (17 Mar)	Easter Christmas (24-26 December)	Fleadh Cheoil Ploughing Championships Cúirt International Festival of Literature Cat Laughs Comedy Festival

It is worth inviting learners to draw comparisons between festivals/holidays in Ireland and those celebrated in their own countries/cultures to establish similarities and differences in terms of what is celebrated and how.

Tourist offices or <http://www.discoverireland.ie/whats-on/> are useful resources for project work/web quests and provide authentic sources of reading materials on this topic.

- Explore features of everyday life, to include:
 - local ways of greeting people (Learning Outcome 2a)
 - eating and drinking habits (Learning Outcome 2f/7a)
 - local customs and social norms in Ireland

Note: Learning Outcomes 2, 4, 5 and 7 offer plenty of scope for exploring cultural differences and similarities between Ireland and the learner's own cultural background.

*In order to help the learner achieve **Learning Outcome 2a**, consider doing the following:*

- Introduce the learners to the language necessary to exchange greetings in both familiar and more formal contexts in English, e.g. *Hello, Hi, How's it going? Good morning/afternoon/evening, Bye, See ya (later/tomorrow), Goodbye*
- Introduce the learners to the language necessary to introduce themselves and communicate basic personal information, to include: first name and family name, age, date of birth, family status, address, occupation, nationality, language(s) they speak etc.

Key language items to support this learning outcome:

- My name is...
- I'm / I'm ... years old.
- I'm single/married/divorced etc.
- I have ... children / I have ... son(s) / daughter(s)
- I live in
- My address is ...
- I work in a(n) office/factory/shop.
- I'm a teacher/plumber/sales assistant
- I'm from
- I speak

*In order to help the learner achieve **Learning Outcome 2b (Numbers 1-100)** consider doing the following:*

- introduce learners to numbers in stages, e.g. 1-10, 11-20, 20-100
- use games like Bingo! to practise number recognition. Bingo can be played with simple numbers, but also with telephone numbers, prices, addresses etc to provide more challenging practise of number recognition
- use shopping receipts, flyers and advertisements for shops, takeaways, cafes etc for communication games to practise asking about prices of goods
- highlight the difference in pronunciation between 13 and 30, 14 and 40 etc. Learners often find it difficult to differentiate between the two. Drilling is useful here. Visual clues can also help to aid learners produce the correct stress pattern:

o O O o
 13 (14, 15...) 30 (40, 50...)

Note: Learners will encounter and be required to use numbers greater than 100 in everyday life in Ireland.

*In order to help the learner achieve **Learning Outcome 2c (time)** AND **Learning Outcome 4d** consider doing the following:*

- Introduce the learners to time:
 - o introduce the days of the week, months of year, seasons
 - o interpreting the 12hour and 24 hour clock
 - o stating and asking for the time
 - o stating and asking the date
- Reading and interpreting the following:
 - o basic timetables, e.g. train, bus, school etc
 - o signs and notices outlining opening times for schools, shops, banks, Social Welfare office etc
- Provide learners with opportunities to discuss and write about daily routines (in Ireland, and in their country of origin)
- Provide learners with opportunities to explore and discuss other people's routines through the four language skills (i.e., listen/speak/read/write).

It is worth exploring the learner's own attitude and relationship with time as this can be influenced by different cultural values. Learners from certain cultural backgrounds may not be accustomed to the concept of a bus/train timetable, or fixed shop opening times etc.

*In order to help the learner achieve **Learning Outcome 2d (directions)** AND **Learning Outcome 4e (space and location)** consider doing the following:*

- Introduce learners to the language necessary to follow maps, simple directions and give basic directions using appropriate vocabulary, to include:
 - o Notions of space and location, e.g.
 - Where is...?*
 - Turn left/right...*
 - Go straight ahead, Go past... Go up/down the stairs... Go along the corridor...Go through the*

doors...

It's in front of.../ behind... /opposite... /beside...

- Question forms, e.g.

Excuse me, how do I get to...? / ... do you know where the ... is? / which bus/train goes to ...?

- Support learners to interpret basic signs and maps, e.g. road signs, signs in a school, public building
- Review prepositions of place to describe where buildings/amenities are located in the area they live/work in, e.g. *The supermarket is on the main street, beside the post office. The park is opposite the school.*
- Provide learners with opportunities to follow directions in a variety of settings (e.g. in a town/city, shopping centre, school, office building etc) through simple listening activities.
- Provide learners with opportunities to follow directions in a variety of settings (e.g. in a town/city, shopping centre, school, office building etc) through simple role-play activities.
- Introduce learners to the map of Ireland and elicit names of cities and counties.

*In order to help the learner achieve **Learning Outcome 2e (making purchases)** AND **Learning Outcome 7b** consider doing the following:*

- Explore with the learners the different places where they make purchases (e.g. newsagent's, supermarket, street market, butchers, clothes shop, department store, internet etc)
- Explore the different items s/he buys on a daily/weekly/monthly/annual basis
- Provide learners with opportunities to listen to dialogues in a clothes shop/supermarket/newsagent etc
- Elicit common phrases learners are likely to encounter and require when making basic purchases in a range of situations, to include:
 - Do you sell (children's clothes/shoes/weekly bus tickets...)?
 - I'd like a weekly bus ticket, please/ Can I have 20 Euros Vodafone credit, please?
 - Do you have this in a small/size 12? Do you have this in black?
 - Where are the changing rooms? Can I try this on?
 - Do you have this in a bigger/smaller size?
 - It's too small/big/long/short.
 - I'm just looking, thanks.
 - Where is the till?
 - How much is...?
 - Do you take Laser?
 - Can I get cash back?

Key grammatical structures to support the learner to achieve this learning outcome include:

- Quantifiers: some, many, much
- Countable/uncountable nouns and modifiers, e.g. Can I have *six apples*? Can I have *a pound of mince*?
- Question forms, e.g. Can I..., please? How much is...?
- Would + infinitive to make requests, e.g. I'd like a weekly bus ticket, please.

*In order to help the learner achieve **Learning Outcome 2f (food and drink)**, **Learning Outcome 7a (food and drink)***

and elements of **Learning Outcome 1**, consider doing the following:

- Explore with learners the types of foodstuffs they typically eat (e.g. for breakfast/lunch/dinner/special celebrations/snacks etc)

This presents an opportunity for a better understanding of cultural similarities and differences relating to eating habits.

- Explore food-related vocabulary, to include:
 - fruit/vegetables, e.g. apple(s), bananas, mango(es), carrot(s), spinach, yam(s), chickpeas, plantain
 - meat and fish, e.g. pork, beef, chicken, rabbit, goat, cod
 - dairy produce, e.g. milk, yoghurt, cheese
 - adjectives to describe food, e.g. salty, sweet, delicious, healthy, unhealthy, raw, cooked, halal etc
 - containers for holding food/drink, e.g. *a tin of beans, a bottle of water, a jar of jam*
 - verbs to describe cooking/preparation methods, e.g. *cook, boil, fry, slice, cut* etc.

Note: Many commercially available teaching resources will only include vocabulary for foodstuffs typically found in Europe. Some learners will need the English words for foodstuffs that may not be known to teachers. Having access to photo or picture dictionaries, or asking learners to bring in pictures of foods they like etc may help both teachers and learners.

- Explore learner preferences in relation to food and drink
- Support the learner to read and understand menus in cafes/delis/restaurants/canteens
- Provide the learner with opportunities to listen to dialogues in a café/canteen etc where people are ordering food in order to elicit speaking frames, to include
 - Can I have a tuna sandwich, please? / I'd like a coffee to go, please
 - What does it come with? Does it come with salad/chips/anything?
 - Is it vegetarian/halal/kosher?

It is worth noting that some ESOL learners require this language not only for their own personal lives, but also for work purposes if they work in the retail or catering sector. Opportunities to role-play both customer and staff roles would be beneficial.

- Support the learner to follow basic recipes/instructions on food packaging

*In order to help the learner achieve **Learning Outcome 3**, and to support the learner throughout the language learning process, consider doing the following:*

- Provide the learner with ample opportunities to practise using question words and forms, e.g:
 - ask the learner to write the questions about a text
 - missing questions: learners are given the answers to unknown questions about a short text/notice they have read, and must devise the questions
 - who am I? –type guessing games for ice-breaker activities
 - information gap activities
 - role play
 - 20 questions.
- Ensure that the learner is given regular and meaningful feedback on errors related to accuracy of basic grammatical structures and pronunciation.

For more information on error correction techniques and giving feedback, see the following:

<http://www.teachingenglish.org.uk/articles/error-correction-1>

<http://www.teachingenglish.org.uk/articles/error-correction-2>

- When introducing new grammatical structures or vocabulary items, it is worth incorporating drills into lessons. Drilling helps the learner focus on the correct form and pronunciation of a phrase, supports the learner in internalising the new language and also offers the learner immediate feedback on their language use. Drills can be conducted in both 1:1 and group learning contexts.
- Raise the learners' awareness of basic phonological elements in English which will support the development of listening, speaking and writing skills, to include:
 - individual sounds: special attention may need to be given to particular sounds, especially if the English sounds do not exist in learners' mother tongues. For example, Arabic speakers may have difficulty distinguishing between /p/ and /b/ sounds, and are therefore likely to hear, and produce, "ben" instead of "pen" or vice versa.
 - consonant clusters, e.g. *sp-*, *spr-*, *pr-*, *br-*, *dr-*, *pl-* can be problematic for speakers of various language backgrounds, including Arabic, Russian, and Farsi, which can lead to mispronunciations, and misspellings such as *perice* for *price*, *ispring* or *spiring* for *spring* etc
 - noticing stress in words/phrases, e.g. thirTEEN ○ ○ / THIRty ○ ○
 - intonation.

Learners from some language backgrounds have a tendency to give full pronunciation to every word which impacts on the rhythm of their speech. Introducing the learner to contractions, e.g. *I'm...He's, I don't know* etc at an early stage can help them to achieve a more natural rhythm to their speech and aid listening comprehension.

For practical suggestions on incorporating drills into language teaching, see the following article on the British Council's Teaching English website:

<http://www.teachingenglish.org.uk/articles/drilling-1>

<http://www.teachingenglish.org.uk/articles/drilling-2>

For more information on the specific pronunciation difficulties faced by learners of different language backgrounds, see:

Swan, M & Smith, B. (2001) *Learner English: A Teacher's Guide to Interference and Other Problems* (2nd Edition) Cambridge: Cambridge Handbooks for Language Teachers

- Introduce the learner to, and provide ample practise of a range of basic grammatical structures which will enable them to communicate in a limited range of social and professional situations, to include:
 - present simple to refer to habits, routines, timetables
 - past simple to refer to past events, states, facts etc.
 - basic adverbs of frequency, e.g. sometimes, always, never
 - possessive adjectives, e.g. my, your, his, her etc
 - there is/are.... Is there..? Are there..?

- countable/uncountable nouns
- can to express ability, e.g. I can speak English. I can't drive
- can/could to request something, e.g. Can I have a coffee, please? Could you ring me later, please?
- should for asking/giving advice, e.g. You should drink more water
- must to express obligation, e.g. You must turn your phone off in class
- prepositions of place
- prepositions of time, e.g. on Monday, at 2pm etc
- going to + verb for future plans
- verbs+ ing, e.g. I like *playing* football at the weekend.

*In order to help the learner achieve **Learning Outcome 4a (exchange familiar information about where they live)**, consider doing the following:*

- introduce language to describe where people live, e.g. types of accommodation (flat, apartment, house, hostel), adjectives to describe accommodation (big, small, modern etc) and the area (central, quiet, busy etc)
- introduce the learner to commonly used abbreviations related to accommodation and property, e.g. *ofch, gfch, n/s*
- consider using small ads from local newspapers, letting agencies, and property websites such as www.daft.ie as authentic, real-life sources of reading material on this topic which many learners will need to use for their personal lives.

*In order to help the learner achieve **Learning Outcome 4b (exchange familiar information about people they know)** consider doing the following:*

- explore the learners' basic family tree to elicit vocabulary such as: mother, father, brother, sister, son, daughter, aunt, uncle, cousin, grandfather/mother/parents, niece, and nephew
- provide learners with opportunities to speak and write about their family history and to listen to/read about other people's family backgrounds

It is worth noting that the concept of family is one which differs across cultures. Exploring family trees and histories allows for intercultural learning in the language classroom. However, be aware that in some teaching contexts, this is a topic which may need to be broached with sensitivity.

- provide learners with opportunities to describe people in their lives (family/friends/work colleagues), and present language structures which support this, to include:
 - possessive pronouns, e.g. my/his/her
 - adjectives to describe people (physical/character), e.g. tall, short, old, young, patient, kind, funny
 - comparatives: He's taller/older/more patient than me
 - 'have got', e.g. She's got blue eyes and brown hair.

*In order to help the learner achieve **Learning Outcome 4c (exchange familiar information about things they have)** consider doing the following:*

- provide opportunities for learners to talk about, and describe things they own, e.g.

- clothes and accessories (jeans, skirt, trousers, boots, sandals, scarf etc)
- furniture (sofa, bed, desk, lamp)
- equipment etc (microwave, iPod, TV, DVD player etc).
- support the learner to talk about their qualifications, skills and experience e.g. *I've got a degree in ... / I've got good computer skills/ I've got experience as a chef*, etc.
- provide opportunities for the learner to discuss issues related to their health by:
 - eliciting parts of the body, common ailments (*I've got a headache/ I can't stop coughing*) and treatments
 - role playing scenarios including *At the Doctor's* and *At the Pharmacy* to provide meaningful practise
 - introducing *should/shouldn't* to give advice, e.g. *I've got a sore throat. – You should drink honey and lemon.*
 - introducing writing frames to write a note/text message to employer/school to explain absence due to ill health
 - using health questionnaires, medical forms etc for writing practise
 - using leaflets from medical centre/doctor's surgery, labels on medicine packaging etc for developing reading skills

It is worth exploring with the learner when you might go to a doctor, the hospital, or just the pharmacy with a problem as this can vary greatly across cultures.

Note: this element (4c) of Learning Outcome 4 has been purposely expanded to allow for the introduction of the topic of health and illness which is an essential topic in all ESOL courses.

*In order to help the learner achieve **Learning Outcome 4f (exchange familiar information about lifestyle preferences)** consider doing the following:*

- explore different types of hobbies and interests and elicit key vocabulary, e.g.
 - *play* cricket/football/tennis/basketball/hockey/chess/computer games/ guitar etc
 - *go* swimming/jogging/ice-skating/skiing/dancing/shopping/to the gym
 - *do* athletics/gymnastics
- elicit the things learners like/enjoy/ prefer doing in their free time
- explore similarities and differences in free time activities in Ireland and those in learners' countries of origin.

*In order to help the learner achieve **Learning Outcome 4g (exchange familiar information about responsibilities)** consider doing the following:*

- explore the different types of responsibilities that learners have in their lives and elicit related language, e.g.
 - personal responsibilities: have to pay rent/bills,
 - work responsibilities: have to arrive on time/ welcome guests/take orders/attend meetings/write emails/take messages/make phone calls etc
 - family responsibilities: have to look after my children (parents)/make breakfast/lunch/dinner for family/make sure children attend school/

- school responsibilities: have to attend classes, arrive on time, study X subjects, do homework, write essays, turn off phone in class
- provide the learner with opportunities to practise writing and talking about their responsibilities through restricted practise of modal verbs.

*In order to help the learner achieve element **Learning Outcome 5**, and to support the learner throughout the language learning process, consider doing the following:*

- introduce the learner to the processes and language that may be used to indicate a lack of understanding or inability to communicate something, to include:
 - methods to express non-understanding in English, for example, shaking your head, shrugging your shoulders
 - language to express non-understanding, for example, *Pardon? Sorry? Can you repeat that please? Can you say it again please?*
 - Phrases to ask for repetition and/or slower speech, for example: *Please say that again/Can you speak slowly, please?/ I'm sorry, what did you say?*
 - *Do you speak [name of mother tongue]?*
- role-play and communicative speaking activities provide learners with opportunities to practise and demonstrate this Learning Outcome.

Note: It is worth introducing these strategies from the beginning of the course, so that learners are able to apply them in classroom interactions. It might be worth making signs for the classroom to help reinforce learning.

*In order to help the learner achieve element **Learning Outcome 6**, and to support the learner throughout the language learning process, consider doing the following:*

- explore with the learner the variety of reading texts they encounter on a daily basis in English, e.g.
 - place names, road signs, public service signs
 - maps, diagrams
 - advertisements, items on noticeboards
 - menus, timetables
 - payslips, bank statements, utility bills
 - text messages, emails, websites
 - notes, letters
- introduce the learners to a variety of reading strategies, to include:
 - skim reading* to get the general gist of a text
 - scan reading* to locate specific information in lists and isolate the information required
 - reading for detail* to gain a more detailed understanding of a text.

For example:

Reading strategies	Skimming for gist	Scanning for specific information	Detailed reading
Suitable text types	text message newspaper article notes/messages work-related email graded readers	timetables TV guide telephone book dictionary information brochure/flyer small ads	text message notes/messages work-related email notices accommodation descriptions graded readers

		accommodation listings menus	short story
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- Support the learner **before, during** and **after** reading by setting tasks at each stage, and thereby supporting the development of reading skills, rather than testing reading.

For example:

before reading: use pictures to activate prior knowledge/brainstorm vocabulary, pre-teach new vocabulary, predict content based on title/headline etc.

during reading: assign a general gist reading task, follow with task requiring a deeper understanding

after reading: assign a task inviting learners to respond to text, e.g. by writing a reply to a text message; focus on specific language features of text.

11. (a) Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor’s record of the learner’s contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentations, or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner’s assessment portfolio.

Skills Demonstration	60%
Supporting evidence of the Skills Demonstrations must be included in the portfolio of assessment.	
The learner will complete 4 skills demonstrations at appropriate intervals during the course of the programme module. All Skills Demonstrations must be evidenced by audio or video files and included in the learner’s portfolio of assessment. If using video, please include running order of the learner’s role plays. If using audio tape, use one audio tape per learner.	
<p>In completing the 4 Skills Demonstrations, the learner will demonstrate correct use of basic grammatical constructions in the English language, to include:</p> <ul style="list-style-type: none"> • sentence connectors, for example, <i>and, or, with, but, then, because</i> • question words, for example, <i>why, where, who, when</i> • basic verb structures, for example, <i>present simple, past simple, going to (+ infinitive),</i> • comparatives and superlatives, e.g. <i>cheaper/cheapest, more expensive/most expensive.</i> <p>In completing the 4 Skills Demonstrations, the learner may also communicate the following, when relevant:</p> <ul style="list-style-type: none"> • <i>language to express non-understanding</i> • <i>phrases to ask for repetition and/or slower speech</i> • <i>gestures to express non-understanding.</i> 	
Skills Demonstration 1	
<p>The learner will demonstrate an introductory level of social language when introducing themselves to another person. This will include the learner communicating the following:</p> <ul style="list-style-type: none"> • an appropriate greeting • personal information 	

- courtesies
- a simple apology
- taking leave.

Skills Demonstration 2

The learner will demonstrate an introductory level of social language when going shopping. This will include the learner communicating the following:

- the quantity of items required
- the price of the items
- the amount of money involved in purchasing the items
- a description of the product or information about special offers.

Skills Demonstration 3

The learner will demonstrate an introductory level of social language when ordering food in a restaurant or café. This will include the learner:

- reading the menu
- greeting the person taking the order
- ordering food from the menu
- ordering drink from the menu/asking for a glass/jug of water
- thanking the person who brings the food and drink.

Skills Demonstration 4

The learner will demonstrate an introductory level of social language when trying to find their way to a desired location. This will include the learner:

- looking at a map and communicating basic directions they will follow to get to their location
- asking someone for directions to a location
- asking someone for the time
- stating the time for someone.

Collection of Work	40%
<p>The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.</p>	
<p>The learner will compile a Collection of Work to include the following:</p> <ol style="list-style-type: none"> 1. Evidence that demonstrates that s/he has read a minimum of 10 different types of texts or written material that contain social and/or work-related information. <ul style="list-style-type: none"> The types of text/written material must include the following: <ul style="list-style-type: none"> ○ timetable ○ menu ○ note ○ short, simple letter or email ○ advertisement. ○ The remaining types of written material may be chosen by the teacher/tutor and the learner as appropriate. <p>In relation to the 10 pieces of text or written material, the learner should show evidence</p> <ul style="list-style-type: none"> ● that s/he has the capacity to skim, scan and read for more detailed understanding as appropriate to the purpose and text. 2. Evidence that demonstrates that s/he has an ability to read the message communicated in a minimum of 6 common notices and signs. 3. Evidence that demonstrates that s/he has an ability to understand a voicemail message, recording or similar, outlining simple information such as name, address and telephone number. 4. Evidence that demonstrates that s/he has the capacity to communicate in writing all of the following: <ul style="list-style-type: none"> ○ complete a simple form requiring personal details such as name, address, phone number, age, date of birth, family status, etc. ○ a basic description of people s/he knows, where s/he lives or things s/he has ○ a short, simple note to school/work to explain an absence ○ a short, simple description of eating habits and/or festivals in Ireland and the learner's country of origin. 	

11. (b) Assessment - General Information – English as a Second Language 3N0870

All instructions for the learner should be clearly outlined in an Assessment Brief

Mapping Each Learning Outcome to an Assessment Technique	
Learning Outcome	Assessment Technique
Display awareness of some basic features of the culture of the target country, to include commonplace greetings and social courtesies, and local customs	Skills Demonstration Collection of Work
Use introductory vocabulary, to include greetings, introductions, courtesies, basic personal information, numbers 1-100, time, simple directions, making purchases, food and drink	Skills demonstration Collection of work
Use sentence connectors, question words and simple grammatical constructions with correct pronunciation	Skills demonstration Collection of Work
Exchange familiar information, to include personal details such as where they live, people they know and things they have, notions of time and quantity, space and location, lifestyle preferences and responsibilities	Collection of Work Skills demonstration
Indicate a breakdown in communication, to include a signal of non-understanding, asking for repetition or slower speech, or 'Do you speak ...' in the target language	Skills demonstration
Read simple notices, signs and short pieces of text on familiar subjects, to include social and/or work-related information	Collection of work
Interact in a simple way in the target language, to include simple exchanges and use of basic phrases, ordering food and drink, and making familiar purchases	Skills demonstration

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.



Level 3 English as a Second Language 3N0870	Learner Marking Sheet
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Learner's Name: _____

Learner's PPSN: _____

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	✓ If present in portfolio	Please indicate where evidence is to be found
1. Display awareness of some basic features of Irish culture, to include commonplace greetings and social courtesies, and local customs	<ul style="list-style-type: none"> ● Awareness of: <ul style="list-style-type: none"> ○ The geographical location and size of Ireland ○ Significant customs in Ireland, e.g. festivals and holidays ○ Features of everyday life, e.g. eating and drinking habits, rights and responsibilities etc in Ireland 		
2a. Use introductory vocabulary to include greetings, introductions, courtesies, basic personal information	<ul style="list-style-type: none"> ● Use basic phrases and vocabulary to: <ul style="list-style-type: none"> ○ Greet and take leave ○ Say <i>Yes, No, Please, Thank you, Sorry</i> ○ Introduce him/herself ○ State age, nationality, marital status, date of birth (to include date and months of the year) 		
2b. Use introductory vocabulary to include numbers 1-100	<ul style="list-style-type: none"> ● Use and recognise numbers 1-100 in relation to: <ul style="list-style-type: none"> ○ Age ○ Quantities ○ Prices of goods ○ Dates 		
2c. Use introductory vocabulary to include time	<ul style="list-style-type: none"> ● State and ask the time in conversation ● State and ask the date in conversation ● Interpret the 12-hour and 24-hour clock ● Describe daily routine 		

2d. Use introductory vocabulary to include simple directions	<ul style="list-style-type: none"> • Ask for and give basic directions • Understand basic directions 		
2e. Use introductory vocabulary to include making simple purchases	<ul style="list-style-type: none"> • Understand basic transactions in a shop setting • Perform basic transactions in a shop/retail setting • Use courtesies appropriately 		
2f. Use introductory vocabulary to include food and drink	<ul style="list-style-type: none"> • Use and recognise vocabulary related to food and drink • Give basic information about eating habits in Ireland and in learner's country of origin 		
3. Use sentence connectors, question words and simple grammatical constructions with correct pronunciation	<ul style="list-style-type: none"> • In written communication, use <ul style="list-style-type: none"> ○ Appropriate sentence connectors, such as <i>and, then, because</i> ○ Simple grammatical constructions ○ Question words and question forms appropriately • In spoken communication, use: <ul style="list-style-type: none"> ○ Appropriate sentence connectors, such as <i>and, then, because</i> ○ Simple grammatical constructions ○ Intelligible pronunciation 		
4. Exchange familiar information, to include personal details such as where they live,	<ul style="list-style-type: none"> • Use basic vocabulary to describe where s/he lives (type of accommodation, area etc) • Use questions to ask someone else about where s/he lives 		
4b. people they know	<ul style="list-style-type: none"> • Use simple vocabulary and grammatical structures to describe: <ul style="list-style-type: none"> ○ Family members ○ Friends ○ Work colleagues ○ Other important people in his/her life 		
4c. things they have	<ul style="list-style-type: none"> • Use simple vocabulary and grammatical structures to talk about and describe: <ul style="list-style-type: none"> ○ Personal possessions ○ Qualifications, skills or experience ○ Health/illness 		
4d. notions of time and quantity	<ul style="list-style-type: none"> • State and ask the time in conversation • State and ask the date in conversation • Interpret the 12-hour and 24-hour clock 		

	<ul style="list-style-type: none"> • Describe daily routine • Use and understand vocabulary related to quantity when purchasing goods 		
4e. space and location	<ul style="list-style-type: none"> • Ask for and give basic directions • Understand basic directions 		
4f. lifestyle preferences	<ul style="list-style-type: none"> • List his/her hobbies and interests • Describe in simple terms his/her hobbies and interests • State what s/he likes/enjoys/prefers doing 		
4g. responsibilities	<ul style="list-style-type: none"> • State, using appropriate language, his/her responsibilities in terms of: <ul style="list-style-type: none"> ○ Individual responsibilities ○ Work responsibilities ○ Family responsibilities ○ School responsibilities 		
5. Indicate a breakdown in communication, to include a signal of non-understanding, asking for repetition or slower speech, or 'Do you speak (mother tongue)' in the target language	<ul style="list-style-type: none"> • Use non-verbal communication to express non-understanding • Use simple phrases to express non-understanding • Use phrases to ask for repetition, or for someone to speak slower • Use "Do you speak [mother tongue]?" 		
6. Read simple notices, signs and short pieces of text on familiar subjects, to include social and/or work-related information	<ul style="list-style-type: none"> • Read and interpret simple and commonly seen signs • Read and interpret simple and commonly seen notices • Read a minimum of 10 pieces of text on familiar subjects relating to social and/or work-related information 		
7. Interact in a simple way in the target language, to include simple exchanges and use of basic phrases a. ordering food and drink	<ul style="list-style-type: none"> • Use common everyday phrases and vocabulary when ordering food and drink in different settings • Use appropriate greetings and courtesies 		
b. making familiar purchases	<ul style="list-style-type: none"> • Use common everyday phrases and vocabulary when making simple purchases or transactions • Use appropriate greetings and courtesies 		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____