



**cetb**

Bord Oideachais agus  
Oiliúna Chorcaí

*Cork Education and  
Training Board*

**Cork Education and Training Board**

**Programme Module for**

**English for Speakers of Other Languages**

**leading to**

**Level 4 FETAC**

**English as a Second Language 4N1180**

### Introduction

This programme module may be delivered as a standalone module leading to certification in a FETAC minor award. It may also be delivered as part of an overall validated programme leading to a Level 4 FETAC Certificate.

The teacher/tutor should familiarise themselves with the information contained in Cork Education and Training Board's programme descriptor for the relevant validated programme prior to delivering this programme module.

The programme module is structured as follows:

1. Title of Programme Module
2. FETAC Component Title and Code
3. Duration in hours
4. Credit Value of FETAC Component
5. Status
6. Special Requirements
7. Aim of the Programme Module
8. Objectives of the Programme Module
9. Learning Outcomes
10. Indicative Content
11. Assessment <ul style="list-style-type: none"><li>a. Assessment Technique(s)</li><li>b. Mapping of Learning Outcomes to Assessment Technique(s)</li><li>c. Guidelines for Assessment Activities</li></ul>
12. Grading
13. Learner Marking Sheet(s), including Assessment Criteria

### Integrated Delivery and Assessment

The teacher/tutor is encouraged to integrate the delivery of content where an overlap between content of this programme module and one or more other programme modules is identified. This programme module will facilitate the learner to develop language, literacy and numeracy skills relevant to the themes and content of the module.

Likewise the teacher/tutor is encouraged to integrate assessment where there is an opportunity to facilitate a learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module. The integration of the delivery and assessment of level 4 Communications and level 4 Mathematics modules with that of other level 4 modules is specifically encouraged.

Structured communication and teamwork is encouraged between the teacher/tutor delivering this programme module and the language, literacy, numeracy and learning support teacher/tutor, as appropriate, to facilitate the learner in completing the programme module and achieving certification in the award.

### Indicative Content

The indicative content in Section 10 does not cover all teaching possibilities. The teacher/tutor is English as a Second Language 4N1180

encouraged to be creative in devising and implementing other approaches, as appropriate. The use of examples is there to provide suggestions. The teacher/tutor is free to use other examples, as appropriate. The indicative content ensures all learning outcomes are addressed but it may not follow the same sequence as that in which the learning outcomes are listed in Section 9. It is the teacher's/tutor's responsibility to ensure that all learning outcomes are included in the delivery of this programme module.

processcoordinators

<b>1. Title of Programme Module</b> English for Speakers of Other Languages
<b>2. Component Name and Code</b> English as a Second Language - 4N1180
<b>3. Duration in Hours</b> 100 Hours (typical learner effort, to include both directed and self directed learning)
<b>4. Credit Value</b> 10
<b>5. Status</b> This programme module may be compulsory or optional within the context of the validated programme. Please refer to the relevant programme descriptor, Section 9 Programme Structure
<b>6. Special Requirements</b> None
<b>7. Aim of the Programme Module</b> This programme module aims to equip the learner with the relevant knowledge, skills and competence to communicate effectively through the English language in a variety of personal, social and work related situations. The learner will be facilitated to carry out this communication to with a considerable degree of independence.
<b>8. Objectives of the Programme Module</b> <ul style="list-style-type: none"><li>• To create an awareness and an understanding of the main features of the culture of Ireland and the English language as used in Ireland.</li><li>• To enable the learner to give and receive a varied range information and maintain conversations with others in a variety of personal, social and work related situations.</li><li>• To facilitate the learner to read, interpret and comprehend a variety of materials using a range of media.</li><li>• To provide the learner with the necessary skills to write a variety of short and appropriate pieces of text, to suit a range of personal, social and work related situations.</li><li>• To assist the learner to develop the language, literacy and numeracy skills related to English as a Second Language through the medium of the module themes and content.</li><li>• To enable the learner to take responsibility for his/her own learning.</li></ul>

**9. Learning Outcomes of Level 4 English as a Second Language 4N1180**

Learners will be able to:

1. Display awareness of some of the key features of the society and culture of the target country, to include greetings and other courtesies, food and drink, and the infrastructure of daily life
2. Use routine vocabulary, to include social and/or work-related terms and topics
3. Use the conventions of grammar and syntax to construct simple sentences and conversations
4. Exchange information in a range of personal, social and/or work related contexts, to include names, addresses, numbers, aspects of their background, immediate environment, and in matters of immediate need
5. Sustain conversations with others, to include greeting, taking leave and repairing a breakdown in communication by signalling non-understanding or asking for repetition, and making enquiries
6. Read everyday information and instructions, to include signs, notices, advertisements, articles, brochures, a telephone directory, a menu, operating instructions for a ticket vending machine, a public telephone, fax machines, websites, email, mobile communications
7. Write short, relatively simple pieces of text that are relevant to personal, social and/or work-related needs.

### **10. Indicative Content**

This section provides suggestions for programme content but is not intended to be prescriptive. The programme module can be delivered through classroom based learning activities, group discussions, one-to-one tutorials, field trips, case studies, role play and other suitable activities, as appropriate.

**In this programme module the teacher/tutor will ensure that the learner pays particular attention to the conventions of grammar and syntax to construct simple sentences and conversations when communicating in the English language.**

**During delivery of this programme module the tutor should explore with learners the different styles of speaking and writing (formal, informal and slang) and when they are most appropriately used.**

**Learners should be facilitated to use various reading strategies depending on which is most suitable for their task eg scanning, skimming and reading for detail.**

**In as far as possible throughout this programme module the learner should be exposed to the different dialects/accents they may encounter in Ireland.**

### **Section 1 : Society and Culture**

**In this section, whenever possible, the learner should be given the opportunity to compare Irish society and culture with that in their home country. This will both aid understanding and reinforce learning.**

**The learner should be enabled to explore the key features of Irish society and culture as indicated below:**

- **Greetings and courtesies**

Examples:

- Initiate and respond to a wide variety of greetings and courtesies (formal, informal and slang) to include colloquialisms, common to the area and country.
- List situations where an apology is required and identify and use methods of making an apology appropriate to the given situations.
- Explore small talk, discuss when small talk is acceptable, what subjects are appropriate for small talk, how to initiate small talk and how to understand when someone doesn't want to engage in small talk.
- Compare all of the above with norms in learners home country, identify similarities and differences.

- **Repairing a breakdown in communication**

Examples:

- Explore the different ways to seek clarification in a variety of situations (formal, informal and slang).
- Asking for clarification indicating words not understood in the exchange of information.
- Explore how to detail why something wasn't understood e.g. too much background noise, bad phone line or unknown word or phrase.

- **Vocabulary related to food and drink**

Examples:

- Explore the foodstuffs most commonly used in Ireland eg types of meat, cuts of meat, vegetables, dairy products and drinks. Contrast these with the most common foodstuffs from the learners home country. Do we use different foodstuffs, words, measurements etc. Can foodstuffs commonly used in the learners home country be found in Ireland?
- Compare a recipe from the learners home country with one from Ireland, include ingredients and cooking instructions.
- Explore with learners the particular foods/drink associated with holidays in Ireland e.g. Easter, Christmas, Pancake Tuesday etc. What are the similarities/differences with the learners home country.
- Explore some common food allergies, food intolerances and dietary choices e.g. nut allergy, dairy intolerance and vegetarianism.

- **Knowledge of infrastructure of daily life**

Examples:

- Geography of Ireland, provinces, counties, major towns/cities, major rivers, major mountain ranges.
- How Ireland is governed (local and national structures).
- Education and health systems (accessing education and health services both locally and nationally).
- Irish media, main local and national tv, radio and newspapers, learners could choose a topical subject to follow throughout the course by listening to the tv/radio or reading newspaper and report back to the class.
- Famous Irish figures, historical figures, political figures, showbiz figures, music figures etc.

- Irish sports, explore the main sports that Irish people follow e.g. GAA, rugby, soccer etc.

## Section 2: Everyday Communication

The learner should be enabled to gain competence in communicating in personal and social situations, to include:

- **Shopping (role plays or field trips)**

Examples:

- Ask and pay for items. Enquire if they are in stock, when they will be back in stock, can they be preordered etc.
- Ask about size, quantity, quantity *expressions (countable & uncountable nouns)*, colour and price.
- Say something is unsuitable [too big/small/expensive (*comparative & superlative*)].
- Make a complaint about something purchased both orally and in writing. Give reasons for complaint, explore remedies, negotiate and accept/decline solution.

- **Explore information available, make an enquiry/booking and amend the enquiry/booking**

Examples:

- Research a range of products/services using for example a website, brochure, college prospectus, job site, special offer leaflets, accommodation adverts, community groups leaflets etc
- Contact various product/service providers to request further information using for example a letter, email, phone call.
- Contact product/service providers to make a purchase/booking.
- Reschedule appointments/bookings or amend purchases both written or orally.

- **Facilitate the learner to order from a menu (role plays or field trips).**

- Language of requests (can/could)
- Ask about ingredients e.g. to cover specific dietary requirements, is this dish suitable for vegetarians? Does this dish contain nuts?
- Ask about portion size, ask for smaller portions of dishes.
- Ask for dishes from the menu to be amended to suits your tastes, needs, could I have the roast dinner without the carrots, is it possible to get no onions but extra chips etc.

- Return unsuitable dishes explaining why they are being returned, over cooked, too cold, not as ordered etc.

- **Facilitate the learner to exchange personal and social information both written and orally.**

**Examples:**

- Information about themselves and their families, to include their backgrounds and future plans (*allows development of past, present and future and familiarises the learner with using a variety of tenses in one piece*)
- Length of time in Ireland (*been/for/since/present perfect*)
- Likes and dislikes (*ed/ing adjectives, like + gerunds*), facilitate the learner to express opinions and give reasons for these opinions.
- Describe their home and local area

- **Listen and extract information from short informal audio pieces**

**Examples:**

- Radio extracts, conversations, role plays, tv programmes.

- **Read and extract information from a range of signs notices and maps.**

**Examples:**

- Information notices - notices of redirection, public health notices, public information notices, street map of towns, road maps.

- **Follow instructions on a range of automated machines**

**Examples:**

- Ticket vending machine, supermarket self service, ATMs and information points.

- **Explore mobile phone communication.**

**Example:**

- Abbreviations used in text talk (hr/gr8 etc.)

- **Read and extract information from a telephone directory**

**Examples:**

- Find address, phone number, service list, catchment area and opening hours for a range of companies/services.

**Section 3: Formal and work related communication**

**The learner should be enabled to gain competence in communicating in formal and work related situations to include:**

- **Understand and use common workplace vocabulary for example the main**

**roles/departments in a organisation**

- **Fill in a variety of forms that are both familiar and unfamiliar to the learner.**

Examples:

- Job application, motor taxation form, census form, driving licence application, passport form, medical card form.

- **Carry out a variety of role plays in formal situations.**

Examples:

- Making an enquiry in a government office, basic job interview, opening an account in a bank

- **Read a selection of formal documents using various reading strategies to extract information.**

Examples:

- Letters from statutory bodies, bank correspondence, legal correspondence, tenancy letters.

- **Write a selection of formal letters, both in reply to correspondence received and correspondence initiated by the learner.**

Examples:

- Letter to a statutory body (e.g. health board, Department of Social Protection), job related task, complaint, CV, cover letter for job application.

**11. Assessment****11a. Assessment Techniques**

Collection of Work	50%
Skills demonstration	50%

**11b. Mapping of Learning Outcomes to Assessment Techniques**

In order to ensure that the learner is facilitated to demonstrate the achievement of all learning outcomes from the component specification; each learning outcome is mapped to an assessment technique(s). This mapping should not restrict an assessor from taking an integrated approach to assessment.

<b>Learning Outcome</b>	<b>Assessment Technique</b>
Display awareness of some of the key features of the society and culture of the target country, to include greetings and other courtesies, food and drink, and the infrastructure of daily life	Collection of Work Skills demonstration
Use routine vocabulary, to include social and/or work-related terms and topics	Skills demonstration
Use the conventions of grammar and syntax to construct simple sentences and conversations	Collection of Work and Skills demonstration
Exchange information in a range of personal, social and/or work related contexts, to include names, addresses, numbers, aspects of their background, immediate environment, and in matters of immediate need	Collection of Work Skills demonstration
Sustain conversations with others, to include greeting, taking leave and repairing a breakdown in communication by signalling non-understanding or asking for repetition, and making enquiries	Skills demonstration
Read everyday information and instructions, to include signs, notices, advertisements, articles, brochures, a telephone directory, a menu, operating instructions for a ticket vending machine, a public telephone, fax machines, websites, email, mobile communications	Collection of Work
Write short, relatively simple pieces of text that are relevant to personal, social and/or work-related needs.	Collection of Work

**11c. Guidelines for Assessment Activities**

The assessor is required to devise assessment briefs and marking schemes for the collection of work and skills demonstration. In devising the assessment briefs, care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of ALL the learning outcomes. Assessment briefs may be designed to allow the learner to make use of a wide range of media in presenting assessment evidence, as appropriate. Quality assured procedures must be in place to ensure the reliability of learner evidence.

<b>Collection of Work</b>	<b>50%</b>
The collection of work may be produced throughout the duration of this programme module	
<p><b>The teacher/tutor will ensure that the learner pays particular attention to the conventions of grammar and syntax to construct simple sentences and conversations when communicating in the English language</b></p> <p>The learner will compile a collection of work to include evidence that demonstrates the following:</p> <p><b>Knowledge of Irish Society and Culture</b></p> <p>Candidates should write a short piece about one aspect of Irish society and culture that interests them and contrast it with their home country. This piece should be at least 3 paragraphs long. This piece must be one of the 10 written pieces the candidate is required to produce for their collection of work.</p> <p><b>Reading</b></p> <p>Candidates will be required to extract essential, factual information from a variety of authentic and semi-authentic texts.</p> <p>A minimum of <b>10 pieces</b> of reading including:</p> <ul style="list-style-type: none"> <li>• A newspaper article</li> <li>• A webpage</li> <li>• A brochure</li> <li>• Formal document eg government department publication/letter</li> <li>• Instructions</li> <li>• A transport timetable</li> <li>• Plus at least 4 other pieces selected by the learner and tutor.</li> </ul>	

A minimum of **10 pieces** of writing including:

- An e-mail
- Filling in a form – census form, passport application or renewal etc
- Use routine vocabulary, to include social and/or work-related terms and topics
- Formal letter eg a letter of complaint, a cover letter for a job application
- Informal piece about themselves of at least 3 paragraphs
- Piece about one aspect of Irish society and culture of at least 3 paragraphs
- Plus at least 5 other pieces selected by the learner and tutor.

All instructions and questions to candidates must be in English

Evidence of reading: candidates must answer questions in English

Evidence of writing: candidates must write in English, text may be handwritten or word processed

Dictionaries may be used.

<b>Skills demonstration</b>	<b>50%</b>
<b>Aural &amp; Oral Demonstrations</b>	
The skills may be assessed during the course of the module or in test conditions at a specified time.	
<b>The teacher/tutor will ensure that the learner pays particular attention to the conventions of grammar and syntax to construct simple sentences and conversations when communicating in the English language</b>	
<b>Aural Demonstration</b>	
The internal assessor will devise 3 aural pieces that tests candidates' listening and interpretation skills in personal, social and work related situations. Use routine vocabulary, to include social and/or work-related terms and topics.	
Two of the pieces should be 3 minutes in duration and one piece no more than 5 minutes in duration.	
The format of the aural demonstration will be as follows:	
Candidates are required to answer questions on each piece. These questions should cover the	

candidates capability to listen for meaning and identify attitudes and opinions of speakers.

### **Oral Demonstration**

Candidates will be required to take part in 3 oral demonstrations covering areas they have explored during the programme.

1. Personal interview talk about and respond to questions on themselves, family and interests
2. Informal dialogue e.g. shopping – returning unsuitable items, ordering from a menu – requesting further information on ingredients, portion sizes etc.
3. Formal dialogue e.g. opening a bank account, job interview etc.

The interview and the dialogues should be 5-6 minutes in total.

All instructions to candidates must be in English language.

The dialogue, all verbal questions and responses must be in English.

The candidate may be given 10 minutes to prepare for each dialogue.

Dictionaries may not be used.

Evidence for this assessment technique may take the form of audio, visual or digital evidence, documents/list of questions/role play scenarios, or any combination of these. Any audio, video or digital evidence must be provided in a suitable format.

All instructions for the learner must be clearly outlined in an assessment brief

### **12. Grading**

Distinction: 80% - 100%

Merit: 65% - 79%

Pass: 50% - 64%

Unsuccessful: 0% - 49%

At levels 4, 5 and 6 major and minor awards will be graded. The grade achieved for the major award will be determined by the grades achieved in the minor awards.

<b>English as a Second Language 4N1180</b>	<b>Learner Marking Sheet Collection of work 50%</b>
------------------------------------------------	---------------------------------------------------------

Learner's Name: \_\_\_\_\_

Learner's PPSN: \_\_\_\_\_

<b>Assessment Criteria</b>	<b>Maximum Mark</b>	<b>Learner Mark</b>
<b>Reading</b>		
<b>Piece 1</b>		
• Relevant information extracted	1	
• Information understood	1.5	
<b>Piece 2</b>		
• Relevant information extracted	1	
• Information understood	1.5	
<b>Piece 3</b>		
• Relevant information extracted	1	
• Information understood	1.5	
<b>Piece 4</b>		
• Relevant information extracted	1	
• Information understood	1.5	
<b>Piece 5</b>		
• Relevant information extracted	1	
• Information understood	1.5	
<b>Piece 6</b>		
• Relevant information extracted	1	
• Information understood	1.5	
<b>Piece 7</b>		
• Relevant information extracted	1	
• Information understood	1.5	
<b>Piece 8</b>		
• Relevant information extracted	1	
• Information understood	1.5	
<b>Piece 9</b>		
• Relevant information extracted	1	
• Information understood	1.5	
<b>Piece 10</b>		
• Relevant information extracted	1	
• Information understood	1.5	
<b>Subtotal</b>	25	

<b>Writing</b>		
<b>Piece 1</b>		
• Competent use of grammatical structures	.5	
• Appropriate vocabulary used	.5	
• Texts convey meaning	.5	
• Texts contain essential information	.5	
• Appropriate layout used	.5	
<b>Piece 2</b>		
• Competent use of grammatical structures	.5	
• Appropriate vocabulary used	.5	
• Texts convey meaning	.5	
• Texts contain essential information	.5	
• Appropriate layout used	.5	
<b>Piece 3</b>		
• Competent use of grammatical structures	.5	
• Appropriate vocabulary used	.5	
• Texts convey meaning	.5	
• Texts contain essential information	.5	
• Appropriate layout used	.5	
<b>Piece 4</b>		
• Competent use of grammatical structures	.5	
• Appropriate vocabulary used	.5	
• Texts convey meaning	.5	
• Texts contain essential information	.5	
• Appropriate layout used	.5	
<b>Piece 5</b>		
• Competent use of grammatical structures	.5	
• Appropriate vocabulary used	.5	
• Texts convey meaning	.5	
• Texts contain essential information	.5	
• Appropriate layout used	.5	
<b>Piece 6</b>		
• Competent use of grammatical structures	.5	
• Appropriate vocabulary used	.5	
• Texts convey meaning	.5	
• Texts contain essential information	.5	
• Appropriate layout used	.5	
<b>Piece 7</b>		
• Competent use of grammatical structures	.5	
• Appropriate vocabulary used	.5	
• Texts convey meaning	.5	
• Texts contain essential information	.5	
• Appropriate layout used	.5	
<b>Piece 8</b>		
• Competent use of grammatical structures	.5	
• Appropriate vocabulary used	.5	
• Texts convey meaning	.5	
• Texts contain essential information	.5	
• Appropriate layout used	.5	

<p><b>Piece 9</b></p> <ul style="list-style-type: none"> <li>• Competent use of grammatical structures</li> <li>• Appropriate vocabulary used</li> <li>• Texts convey meaning</li> <li>• Texts contain essential information</li> <li>• Appropriate layout used</li> </ul> <p><b>Piece 10</b></p> <ul style="list-style-type: none"> <li>• Competent use of grammatical structures</li> <li>• Appropriate vocabulary used</li> <li>• Texts convey meaning</li> <li>• Texts contain essential information</li> <li>• Appropriate layout used</li> </ul>	<p>.5</p> <p>.5</p> <p>.5</p> <p>.5</p> <p>.5</p> <p>.5</p> <p>.5</p> <p>.5</p> <p>.5</p>	
<b>Subtotal</b>	25	
<b>Total Mark</b>	50	

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

Assessor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

External Authenticator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

<b>English as a Second Language 4N1180</b>	<b>Learner Marking Sheet Skills Demonstration</b>
------------------------------------------------	-------------------------------------------------------

Learner's Name: \_\_\_\_\_

Learner's PPSN: \_\_\_\_\_

<b>Assessment Criteria</b>	<b>Maximum Mark</b>	<b>Learner Mark</b>
<b>Aural Demonstration</b>		
<b>Piece 1 – 3 minutes duration</b>		
Question No.:		
1	1	
2	1	
3	1	
4	1	
5	1	
6	1	
7	1	
<b>Piece 2 - 3 minutes duration</b>		
Question No.:		
1	1	
2	1	
3	1	
4	1	
5	1	
6	1	
7	1	
<b>Piece 3 – no more than 5 minutes duration</b>		
Question No.:		
1		
2	1	
3	1	
4	1	
5	2	
6	2	
7	2	
	2	
<b>Subtotal</b>	25	

<b>Oral Demonstration</b>		
<b><u>Personal Interview</u></b>		
<b>Communication</b>		
<ul style="list-style-type: none"> <li>• questions understood and responded to appropriately</li> </ul>		
<b>Fluency</b>		
<ul style="list-style-type: none"> <li>• speech rhythm appropriate, diction and pronunciation clear</li> </ul>	4	
<b>Language</b>		
<ul style="list-style-type: none"> <li>• grammatical structures used effectively, vocabulary used correctly</li> </ul>	3	
	3	
<b><u>Informal Dialogue</u></b>		
<b>Communication</b>		
<ul style="list-style-type: none"> <li>• dialogue completed, messages understood and responded to appropriately</li> </ul>		
<b>Fluency</b>		
<ul style="list-style-type: none"> <li>• speech rhythm appropriate, diction and pronunciation clear</li> </ul>	3.5	
<b>Language</b>		
<ul style="list-style-type: none"> <li>• grammatical structures used effectively, vocabulary used correctly</li> </ul>	2	
	2	
<b><u>Formal Dialogue</u></b>		
<b>Communication</b>		
<ul style="list-style-type: none"> <li>• dialogue completed, messages understood and responded to appropriately</li> </ul>		
<b>Fluency</b>		
<ul style="list-style-type: none"> <li>• speech rhythm appropriate, diction and pronunciation clear</li> </ul>	3.5	
<b>Language</b>		
<ul style="list-style-type: none"> <li>• grammatical structures used effectively, vocabulary used correctly</li> </ul>	2	
	2	
<b>Subtotal</b>	<b>25</b>	
<b>Total Mark</b>	<b>50</b>	

Cork Education and Training Board

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

Assessor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

External Authenticator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

processcoordinators