**CCMEN302 - ENGLISH**

**BDCPC301 - Communicate using basic English at the workplace**

**Competence**

**RQF Level: 2 Learning Hours**

**40**

**Credits: 4**

**Sector: All**

**Trade: All**

**Module Type: Complementary**

**Curriculum: All**

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| **Purpose statement** | This module describes the skills, knowledge and attitudes required to communicate using basic English at the workplace. It is intended for adult learners pursuing TVET level 2 according to RQF for the purpose of Communicating at the workplace using basic English. At the end of this module, learners will be able to listen and respond to the basic spoken English and apply oral basic English using vocabularies and language structure. Learner also will be able to read to comprehend basic written text and write to convey ideas and information. | | | | | |
| **Learning assumed to be in place** |  | | | | | |
| **Delivery modality** | Training delivery | | 100% | Assessment | | Total 100% |
| Theoretical content | | 30% | Formative assessment | 30% | 100% |
| Practical work: | | 70% | 70% |
| * Group work and presentation | 40% |
| * Individual Work and presentation | 30% |
|  | | Summative Assessment | | | N/A |

**Elements of Competency and Performance Criteria**

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| **Elements of competency** | **Performance criteria** |
| 1. Listen and respond to the basic spoken English | 1. Different spoken commands are effectively interpreted based on listening to instructions. |
| 1. Responding to oral communication is successfully applied based on background knowledge. |
| 1. New vocabulary is properly applied to listening based on language structure to comprehend spoken English. |
| 1. Different listening materials are appropriately comprehended based on strategies to overcome barriers. |
| 1. Apply oral basic English using vocabulary and language structure | 2.1. Communicating orally is effectively applied in accordance with basic information in simple statement. |
| 2.2. Basic oral communication is effectively applied according to the vocabulary related to everyday topics at the workplace. |
| 2.3. Key words and expressions are appropriately used to refer time and numbers at workplace. |
| * 1. 2.4. VAn event is appropriately narrated based on descriptive words. |
| 1. Read to comprehend basic written text | * 1. Specific information from the text read is precisely discovered based on types of reading. |
| * 1. The text is effectively comprehended in accordance with the identification of the most important ideas in the text. |
| * 1. Lessons conveyed by the texts are effectively identified based on text purpose. |
| * 1. Lesson from text is appropriately identified based on types of conjunctions. |
| 1. Write to convey ideas and information | * 1. A paragraph is correctly organized using building blocks of sentences. |
| * 1. A paragraph is correctly organized based on correct form of tenses. |
| * 1. A paragraph is effectively written in accordance with punctuation marks. |
| * 1. A paragraph is effectively written with the proper use of articles. |
| * 1. Words are effectively identified based on dimension of meaning. |

**Course content**

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| **Learning outcomes** | **At the end of the module the learner will be able to:**   1. Listen to and interpret spoken English from a variety of sources for a variety of purposes 2. Apply oral basic English using vocabulary and language structure 3. Read to comprehend basic written text 4. Write to convey ideas and information |

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| **Learning outcome 1: Listen to and interpret spoken English from a variety of sources for a variety of purposes** | | **Learning hours: 10** |
| **Indicative content** | | |
| * Listening to instructions * Stages of listening * Pre-listening * Listening * Post-listening * Strategies of listening * Top-down strategy (use of background knowledge, context while listening) * Bottom-up processing (listening word by word; decoding sounds and letters) * Using background knowledge to respond in oral communication * Background knowledge based listening skills: * Predicting content * Listening for gist * Detecting signposts * Listening for details * Inferring meaning * Active listening skills: * Taking notes * Summarizing main points to check understanding * Asking questions for clarification * Application of new vocabulary and language structure to comprehend spoken English * Basic professional register: * “Please”, * “You’re welcome”, * “Thank you”, * “Sorry”, * “Pardon me” * Definition and examples of sight words in a given profession * English related to occupations / professions: * Job title for different occupations * Lists of equipment in a given occupation * List of materials in a given profession * Strategies to overcome comprehension barriers * Barriers to Listening * Strategies to overcome comprehension barriers * Be focused: * Watch non-verbal cues * Listen for main ideas and sort out the details * Ask questions for clarification * Paraphrasing | | |
| Resources required for the learning outcome | | |
| **Equipment** | * White Board * Chalkboard * Projector | |
| **Materials** | * Markers * Pieces of chalk * Flipchart * Pen * Paper | |
| **Tools** | * Reference books * Trainee manual * Lesson plan | |
| **Facilitation techniques** | * Demonstration * Individual and group work * Practical exercise * Group discussion | |
| **Formative assessment methods** | * Oral assessment * Written assessment | |

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| **Learning outcome 2: Apply oral basic English using vocabulary and language structure** | | **Learning hours: 10** |
| **Indicative content** | | |
| * Providing basic information orally * Personal identification and daily routine talking: * Name * Surname/last name * Nickname * Work/Occupation * Marital Status * Family * Age * Contact Information * Free time activities * Habits * Likes/dislikes (food& drinks, sport, weather,) * simple statements * Giving an instruction or command * Making a request * Using adjectives to describe a word * Using adverbs to describe a word * Expressing basic needs: * I want... * I need.... * Basic questions * What do...? * How does... * Where, what, why, how...? * Tell me, ... * Describe... * Funnel questions * How many/ much...? * How long.? * What age...? * What sorts...? * Tell me more.. * What if, ...? * What exactly do/does...? * Is that to mean...? * Use of sequence connectors: * First * Then * Next * After * As soon as * Later * Before * Finally * To start with * To begin * Useful expressions of an opinion or idea: * In my opinion, ... * In my eyes, ... * To my mind, ... * As far as I am concerned, ... * Speaking personally, ... * From my point of view, * As for me / As to me, ... * Using vocabulary related to everyday topics at the workplace. * Vocabulary for common uses at home * Furniture home/office/field * Electrical devices home/office * Kitchen utensils * Hygiene and sanitation tools and equipment * Domestic animal * Plants and flowers * Use expressions related to time and numbers at workplace * Vocabularies for time/time * Parts of the day * Names of days * Names of months * Seasons and times of the year * Nouns (countable, uncountable, gender) * Strategies to monitor effectiveness of the communication * Checking for non-verbal cues; * Checking pace and register; * Repeating; * Clarifying; * Correcting errors as necessary * Using descriptive words * Adjectives * Adverbs * Prepositions * Preposition of time * Preposition of place * Preposition of direction | | |
| Resources required for the indicative content | | |
| **Equipment** | * White Board * Chalkboard * Radio * Projector | |
| **Materials** | * Markers * Pieces of chalk * Flipchart * Pen * Paper | |
| **Tools** | * References * Trainee manual * Lesson plan | |
| **Facilitation techniques** | * Demonstration * Individual and group work * Practical exercise * Individualized * Group discussion | |
| **Formative assessment methods** | * Written assessment * Oral presentation | |

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| **Learning outcome 3: Read to comprehend basic written text.** | | **Learning hours: 10** |
| **Indicative content** | | |
| * Getting specific information from the text. * Types of reading * Skimming * Scanning * Intensive * Extensive * Getting most important ideas in the text * Main ideas * Supporting ideas * Detailed information * Examples/ illustrations of ideas * Identification of the lessons conveyed by the text * Text purpose * Advising * Warning * Instructing * Informing * Identifying types of conjunctions * coordinating conjunctions * subordinating conjunctions * correlative conjunctions | | |
| Resources required for the indicative content | | |
| **Equipment** | * White Board * Chalkboard * Radio * Projector | |
| **Materials** | * Markers * Pieces of chalk * Flipchart * Pen * Paper | |
| **Tools** | * Reference books * Trainee manual * Lesson plan | |
| **Facilitation techniques** | * Demonstration * Individual and group work * Practical exercise * Group discussion | |
| **Formative assessment methods** | * Written assessment * Oral assessment | |

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| **Learning outcome 4: Write to convey ideas and information** | | **Learning hours: 10** |
| **Indicative content** | | |
| * The use of building blocks of sentences/ paragraph * Types of sentence structure: * Simple sentence * Compound sentence * Complex sentence * Compound-complex sentence * The building blocks of paragraph (Parts) * Topic sentence * Supporting sentences * Concluding sentence * Developing paragraph with correct tenses * Types of paragraphs * A descriptive paragraph * A narrative paragraph * An explanatory paragraph * A persuassive paragraph * Using tenses * Present tenses * Past tenses * Future tenses * The use of Punctuation marks * Identify punctuations in sentences/ paragraph * Use different punctuation marks in sentences, paragraphs and texts * proper use of articles * Definite articles * Indefinite articles * Demension of meaning * Morphological structure of a word. * Root-morpheme * Non-root morpheme * Homographs, * Homophones * Homonyms * Polysemy | | |
| Resources required for the indicative content | | |
| Equipment | * White board * Chalkboard * Flipchart * Pen * Paper | |
| **Materials** | * Markers * Pieces of chalk * Pen * Pieces of paper | |
| **Tools** | * Recordings * References * Trainee manual * Lesson plan * Radio * Projector | |
| **Facilitation techniques** | * Demonstration and simulation * Individual and group work * Practical exercise * Individualized * Trainer guided * Group discussion | |
| **Formative assessment methods** | * Written assessment * Oral presentation * Performance assessment | |

References:

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3. Judith Humphrey, “Writing Professional Speeches,” Vital Speeches of the Day, vol. 54, Mar. 15, 1988, p. 343
4. Prof. Rosella Torrecampo Resource Person, “Basic Online Writing Training” iSchools Project Visayas State University, Babay, Leyte
5. Weissberg, Robert C. “Given and New : Paragraph Development Models from Scientific English.” TESOL Quarterly 18 (September 1984): 485-500.