

Title	Participate in a moderately complex spoken interaction in an applied context in English language		
Level	3	Credits	5

Purpose	<p>People credited with this unit standard are able to participate in a moderately complex spoken interaction in an applied context in English language.</p> <p>This unit standard is for learners for whom English is an additional language.</p> <p>It is intended for learners with increasing independence in English.</p>
----------------	--

Classification	Languages > English Language
-----------------------	------------------------------

Available grade	Achieved
------------------------	----------

Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in English Language (Applied) (Level 3) [Ref: 3667].
- 2 It is recommended that:
 - i the outcomes are assessed in authentic or simulated situations, relevant to the learning context of the learner, as part of an integrated unit of work;
 - ii assessment be conducted in conjunction with assessment against other English Language unit standards at this level.
- 3 This unit standard is at a level informed by the Common European Framework of Reference (CEFR). A structured overview of all CEFR related scales can be found at <https://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- 4 The requirements of this standard are consistent with the *supporting documents*. They include guidelines relating to appropriate texts, task specifications, and assessment conditions and can be found at <https://www2.nzqa.govt.nz/qualifications-and-standards/english-language/>.
- 5 All assessment activities must be conducted in English, which must not be the learner's first language.
- 6 Two learners may be assessed simultaneously, but each learner must fulfil the requirements of the unit standard independently. Learner's interactions may contain minor inconsistencies, but these must not impede meaning.

- 7 For quality assurance purposes, including moderation, the assessment must be face-to-face and recorded both aurally and visually. Both participants must be clearly visible. Recorded work must not be edited. Guidelines for digital visual submissions can be found at <https://www2.nzqa.govt.nz>.
- 8 Guidelines for preparing submissions for moderation can be found at <https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/external-moderation-application/>.
- 9 Definitions
- Applied context* refers to putting language into practical use in a particular field e.g. academic, community, workplace.
- Assertive strategies* refer to the ability to clearly express positive and negative ideas, feelings, and needs in a way that respects the rights of others.
- Conventions (of spoken interactions)* refer to verbal and non-verbal practices and behaviour appropriate to the context e.g. greeting, leave-taking, eye contact.
- Errors* refer to systematic use of incorrect language features.
- Fluency* refers to a smooth flow of language with few unnatural pauses.
- Inconsistencies* refer to variable control in language features, where the learner can self-correct if necessary.
- Moderately complex* refers to a level of discourse beyond basic conversation, involving varied vocabulary.
- Negotiation* may include interaction that involves reaching an agreement e.g. consulting with co-workers, employers, education providers.
- Purpose of the interaction* refers to the reason why the interaction is taking place and not the outcome of the interaction.
- Spoken interaction*, refers to a transaction or negotiation.
- Spontaneity* refers to responses that are natural and unrehearsed. It may include the learner adjusting learnt language patterns to suit the questions.
- Transaction* refers to dealing with requests and/or enquiries for goods and services e.g. employment issues, travel bookings, courses of study, purchase of items.

Outcomes and performance criteria

Outcome 1

Participate in a moderately complex spoken interaction in an applied context in English language.

Range at least four minutes in duration.

Performance criteria

1.1 The purpose for the interaction is clearly conveyed.

1.2 A range of social conventions appropriate to the interaction is used.

1.3 Interactive strategies to achieve the purpose are used.

Range interactive strategies may include question and answer, agreement and disagreement, assertive strategies, clarification, confirming, asking for repetition, verbal and non-verbal feedback.

- 1.4 Control of a wide range of appropriate language features to communicate effectively and achieve the purpose of the interaction is demonstrated.

Range language features include grammatical, lexical, and phonological features relevant to content and context; grammatical features must include complex structures, which may include verb tenses/forms, modals, conditionals; question and response forms; lexical features may include word choice, grammatical form; phonological features include pronunciation, intonation, stress, pace, audibility, rhythm.

- 1.5 A degree of spontaneity and fluency is demonstrated.

Planned review date	31 December 2029
----------------------------	------------------

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	29 March 2018	31 December 2026
Review	2	29 August 2024	N/A

Consent and Moderation Requirements (CMR) reference	0226
--	------

This CMR can be accessed at <https://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact NZQA National Qualifications Services at nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.