

Title	Participate in sustained discussions in an academic context in English language		
Level	4	Credits	10

Purpose	<p>People credited with this unit standard are able to participate in sustained discussions in an academic 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 independence in English.</p>
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Classification	Languages > English Language
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Available grade	Achieved
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Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in English Language (Academic) (Level 4) [Ref: 1883].
- 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 or more learners may be assessed simultaneously, but each learner must fulfil the requirements of the unit standard independently with any inconsistencies rarely impeding communication.

- 7 For quality assurance purposes, including moderation, assessment against this standard must be recorded both aurally and visually. If telephone conversations are used, there must be an audio and visual recording of both participants. 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
- 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)*, for the purposes of this standard, refer to verbal and non-verbal practices/strategies e.g. greetings, saying goodbye, eye contact; and behaviour appropriate to the context, such as negotiating, clarifying, confirming, asking for repetition, giving or responding to feedback.
- Developed (responses)* refer to expanding on statements by including supporting details.
- Fluent* 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.
- Interactive strategies* refer to turn-taking, clarifying, confirming, asking for repetition, offering alternatives, giving or responding to feedback, summarising.
- Spontaneous (responses)* refer to responses that are natural and unrehearsed. It may include the learner adjusting learnt language patterns to suit other participants' comments and responses.
- Sustained discussions* refer to discussions that are maintained for an extended time using turn-taking strategies.
- Turn-taking* refers to social conventions of ensuring all participants have the opportunity to contribute equally.

Outcomes and performance criteria

Outcome 1

Participate in sustained discussions in an academic context in English language.

Range topics may include but are not limited to discussing or debating current affairs, solving a problem;
must include at least two people;
at least two discussions each of eight minutes in duration.

Performance criteria

- 1.1 Organisation, development, and relevance of contributions to the discussion are focused on the topic, purpose, participants, and context.

- 1.2 Ideas are confidently, clearly, and politely expressed with regard to relevant conventions and interactive strategies.

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

- 1.3 Good control of a range of appropriate language features is demonstrated in the spoken discussion to progress the conversation.

Range language features include grammatical, lexical, and phonological features relevant to content and context;
 grammatical features may include appropriate sentence structures, tense, verb forms, modality, comparative and conditional forms;
 lexical features may include word choice, grammatical form, collocations;
 phonological features include pronunciation, intonation, stress, pace, audibility, rhythm.

- 1.4 Spoken discussion is spontaneous, fluent, and can be understood with minimal effort.

Planned review date	31 December 2029
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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
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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.