

Higher National Unit Specification

General information for centres

Unit title: ESOL Literacies: Teaching Adults

Unit code: DM0E 35

Unit purpose: This Unit is designed for qualified teachers of English to Speakers of Other Languages to enable them to apply the reflective and social practice models to working with adult ESOL Literacies Learner(s).

On completion of the Unit the candidate should be able to:

1. Apply the principles of Adult ESOL Literacies and Adult Literacies in Scotland.
2. Evaluate approaches and strategies to support the adult ESOL literacies learner throughout the learning cycle.
3. Apply approaches and strategies for teaching adult ESOL literacies learner(s).
4. Create and adapt materials for use in teaching adult ESOL literacies learner(s).

Credit points and level: 2 HN Credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Candidates should have a knowledge of:

- ◆ the specific methodologies and the language/linguistics involved in teaching English to Speakers of Other Languages
- ◆ different learning styles
- ◆ the complex issues surrounding cultural diversity
- ◆ the value of cultural diversity

The knowledge will be demonstrated by possession of either the Cambridge Certificate in English Language Teaching to Adults (CELTA) or the Trinity College Certificate in Teaching English to Speakers of Other Languages (Trinity Cert. TESOL) or equivalent at SCQF, level 7 or 8.

Candidates should have already undertaken assessed, observed teaching practice as part of these qualifications.

Core skills: This Unit carries the Core Skill of Problem Solving at Higher level. There may be opportunities to gather evidence to achieve the other Core Skills in Communication, Numeracy, Information Technology and Working with Others.

General information for centres (cont)

Context for delivery: This Unit is intended to be taken as part of Continuing Professional Development (CPD) by qualified ESOL practitioners who have already gained a recognised qualification in teaching English as a second, foreign or additional language.

If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

Assessment: This Unit will be assessed by means of a portfolio comprising mandatory components as detailed in the Evidence Requirements for the Unit. Further guidance on assessment is given in the Assessment Guidelines and Support Notes for the Unit.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Outcome 1

Apply the principles of Adult ESOL Literacies and Adult Literacies in Scotland.

Knowledge and/or skills

- ◆ Current context of adult literacies and ESOL programmes in Scotland
- ◆ The social practice approach
- ◆ Key guiding principles of good practice in adult literacies tutoring in Scotland
- ◆ Definition of adult literacies and adult ESOL literacies in Scotland

Evidence requirements

Candidates will evidence these knowledge and skills through a reflective account/portfolio and this will be combined with Outcomes 2, 3 and 4. Refer to evidence requirements after Outcome 4, items 8.1 to 8.9.

Outcome 2

Evaluate approaches and strategies to support the adult ESOL literacies learner throughout the learning cycle.

Knowledge and/or skills

- ◆ Initial assessment appropriate to adult ESOL literacies learner(s)
- ◆ Individual learning plan (ILP)
- ◆ Programme of work
- ◆ Materials appropriate to adult ESOL literacies learner(s)
- ◆ Record of learner(s)' progress
- ◆ Reflection and evaluation
- ◆ Mixed level groups

Evidence requirements

Candidates will evidence these knowledge and skills through a reflective account/portfolio and this will be combined with Outcomes 1, 3 and 4. Refer to evidence requirements after Outcome 4, items 1-6.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL Literacies: Teaching Adults

Outcome 3

Apply approaches and strategies for teaching adult ESOL literacies learner(s).

Knowledge and/or skills

- ◆ Reading skills
- ◆ Writing skills
- ◆ Numeracy skills
- ◆ Approaches to encourage and support learners

Evidence requirements

Candidates will evidence these knowledge and skills through a reflective account/portfolio and this will be combined with Outcomes 1, 2 and 4. Refer to evidence requirements after Outcome 4, items 5, 8.3, 8.4 and 8.5.

Outcome 4

Create and adapt materials for use in teaching adult ESOL literacies learner(s).

Knowledge and/or skills

- ◆ Relevant materials
- ◆ Adapted materials
- ◆ Authentic materials
- ◆ Published materials
- ◆ Created materials
- ◆ ICT resources

Evidence requirements

Candidates will evidence these knowledge and skills through a reflective account/portfolio and this will be combined with Outcomes 1, 2 and 3. Refer to evidence requirements after Outcome 4, item 7.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL Literacies: Teaching Adults

Evidence requirements for the Unit

To meet the evidence requirements of the Unit, each candidate must deliver a teaching programme to adult ESOL literacies learner(s). The teaching and learning should take place with a minimum of one learner.

Within the field of ESOL, it is acknowledged that learner attendance can sometimes be irregular. Therefore, in the exceptional circumstances of the learner withdrawing before the programme of work is completed, the candidate may evidence work with another learner. This is under the proviso that Items 1-7 of the Evidence Requirements are reproduced for the new learner.

Each candidate must provide evidence in the form of a portfolio including a reflective account. Items to be included are:

1. a profile of one adult ESOL literacies learner
2. a completed initial assessment for one adult ESOL literacies learner
3. an initial Individual Learning Plan (ILP) agreed with one adult ESOL literacies learner
4. a copy of a record of progress agreed with one adult ESOL literacies learner
5. a programme of work covering a minimum of four separate lessons (minimum of four hours) detailing the learning activities carried out and the approaches used in the initiation and/or development of the following three skills: reading, writing and numeracy
6. an evaluation of the effectiveness of the programme of work incorporating feedback from the learner
7. two examples of materials appropriate to adult ESOL literacies learners, the use of which has been reviewed and evaluated: one of which has been created and one of which has been adapted by the candidate for teaching adult ESOL literacies, drawn from the following: adapted published materials OR adapted authentic materials OR created materials OR ICT
8. reflective account which demonstrates that the candidate:
 - 8.1 has examined the definitions of adult literacies and adult ESOL literacies in Scotland and reflected on how they are interlinked
 - 8.2 has defined the social practice approach, has applied it to their teaching practice and has reflected upon its effectiveness
 - 8.3 has described the key guiding principles underpinning current literacies provision in Scotland and has applied one of these to teaching in an ESOL literacies context and has reflected on its relevance in this context
 - 8.4 has established a good working relationship with the learner by recognising different learning styles and cultural diversity
 - 8.5 has applied approaches to support the learner taking into account additional support needs and/or specific learning difficulties, if appropriate
 - 8.6 has considered a variety of ways of assessing progress appropriate to the learner and provided a reason for selection
 - 8.7 has considered ways of encouraging the learner to adopt a critical approach to learning and to the uses of literacy and numeracy appropriate to their level of written and spoken English

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL Literacies: Teaching Adults

- 8.8 has reflected on how they would adapt their teaching practice to a mixed level group which includes adult ESOL literacies learners
- 8.9 has reflected on how this learning will inform their future adult ESOL literacies teaching practice

Assessment guidelines for the Unit

The teaching and learning should take place with a minimum of one learner however candidates **must** reflect (in the reflective practice account) on how they would adapt their teaching practice to a mixed level group which included adult ESOL literacies learners. Teaching and learning should be carried out over a minimum of four separate lessons (**minimum** of four hours in total) to give the candidate the opportunity to meet all the evidence requirements. The planning and other preparation may be completed in time set aside during a training programme or in the candidate's own time.

Within the field of ESOL, it is acknowledged that learner attendance can sometimes be irregular. Therefore, in the exceptional circumstances of the learner withdrawing before the programme of work is completed, the candidate may evidence work with another learner. This is under the proviso that Items 1 – 7 of the Evidence Requirements are reproduced for the new learner. The candidate must inform the centre delivering the training in such circumstances. Justification for the substitution of learner must be provided in the reflective practice account.

The materials used for the teaching and learning activities (including evidence of those *created and adapted* by the candidate) and the reflective practice account will be presented in a portfolio which also includes one adult ESOL literacies learner's individual profile, a completed initial assessment, a completed individual learning plan and a programme of work covering a minimum of four separate lessons (**minimum** of four hours in total) incorporating the following three skills: reading, writing and numeracy. This should also incorporate feedback from the learner on the learning activities e.g. how the learner was consulted, how their preferences were incorporated into activities and a record of progress.

The candidate should illustrate, wherever possible, approaches used to raise the learner's awareness of critical thinking to learning.

While most portfolios are expected to be produced in written format the use of other formats such as audio accounts or a video diary may also be used.

Administrative Information

Unit code:	DM0E 35
Unit title:	ESOL Literacies: Teaching Adults
Superclass category:	GC
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Higher National Unit specification: support notes

Unit title: ESOL Literacies: Teaching Adults

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Outcome 1

Learner-Centred Approach in Adult ESOL Literacies delivery

Candidates should understand the current context of adult literacies in Scotland and how this relates to ESOL literacies in Scotland. They should be familiar with and understand the social practice approach. Candidates should apply the social practice approach in their ESOL literacies teaching programme.

Candidates should recognise the importance of the learner-centred approach and the importance of contextualising literacies tuition to make it relevant to the learner's life, experience and existing knowledge and skills. Candidates should be able to provide definitions of adult literacies in Scotland and adult ESOL literacies in Scotland.

Background Reading

- ◆ Scottish Executive **Adult Literacy and Numeracy in Scotland (ALNIS) Report** (2001) (definition of adult literacies, lifelong learning approach, priority groups)
- ◆ Scottish Refugee Integration Forum/Scottish Executive (2002) **SRIF Action Plan and Supporting Document** Section 8
- ◆ City of Edinburgh Council (2000) **Literacies in the Community**, resources for practitioners and managers; available from Learning Connections. (includes a definition of adult literacies, underpinning principles, the good practice guidelines, complex capabilities, individual learning plans)
- ◆ Irvine, C. and Rice, C. (2000) **The Glasgow ESOL Survey 2000 Report** The Glasgow ESOL Forum and Scottish Enterprise Glasgow (research on provision)
- ◆ Baynham, M. (1995) **Literacy Practices, Investigating Literacy in Social Contexts** Longman (on the social practice approach and critical literacy)
- ◆ Barton, David, (1994) **Literacy: An Introduction to the Ecology of the Written Language**, Blackwell
- ◆ Maybin, Janet, (1994) **Language and Literacy in Social Practice**, Open University

Higher National Unit specification: support notes (cont)

Unit title: ESOL Literacies: Teaching Adults

Outcome 2

Learner-Centred Approach in Adult ESOL literacies

Candidates should recognise the importance of ensuring that the learner is involved in all aspects of the process, including establishing priorities with learner relating to long and short term goals, as a basis for devising negotiated individual learning plans (ILPs). Candidates should have an understanding of the key components of ILPs. ILPs should be ‘owned’ by the learner and drafted jointly with the learner. Where possible, goals should be recorded in the learner’s own words. The extent to which the learner can be involved in the initial stages of an ILP will depend on their level of understanding of spoken English and their oral ability in English.

Candidates should, in negotiation with the learner, devise and agree a programme of work which addresses the literacies needs of the adult ESOL literacies Learner in a context which is relevant to the learner. Candidates should evaluate ways of recording the learner’s progress and should actively involve the learner in the recording and reviewing of their own progress. Candidates should understand the role of reflection and evaluation in the programme of work and the positive impact this has on future delivery.

Assessment of the learner

Candidates should have an understanding of the barriers to learning for ESOL literacies learners. Candidates should evaluate different diagnostic tools for assessing the literacy and numeracy needs of adult ESOL literacies learners and should use diagnostic tools appropriate for these learners. They should also be aware of a range of ways to identify specific learning difficulties and/or additional support needs in the adult ESOL literacies learner and approaches to support the learner.

A variety of assessment methods should be used to assess the skills of reading, writing, listening, speaking and numeracy, for example using pictures, pictographs, basic form filling, missing letters, reading a short passage, social sight signs, speaking, writing a short passage. Assessments should be conducted via interviews, discussion, diagnostic approaches and checklists. The purpose of the assessment will influence the form that it takes. The purpose of an initial assessment is to establish a relationship with the learner, gain some understanding of their goals and to allocate the learner to the provision which is most appropriate. More detailed assessment of the learner’s English should be carried out after they have joined a class or group.

Individual Learning Plans

Individual Learning plans should explore the purpose as well as content of the learner’s learning goals. These play a vital part in the process of supporting the learner in establishing goals as well as providing the tutor with information on which to base planning of a learning programme. Contents of diagnostic tools, assessments and ILPs can, and should, overlap – there is not one correct version. One process informs the other. The ILP should be held by the learner where possible or a copy provided. The learner should be aware of and in agreement with its contents.

Areas to consider when devising Interview Schedules, Individual Learning Plans and Assessments:

- ◆ Learning history
- ◆ Literacies background – first, second or additional languages
- ◆ Language practices – frequency and context
- ◆ Educational background – years of schooling, if any

Higher National Unit specification: support notes (cont)

Unit title: ESOL Literacies: Teaching Adults

- ◆ Age
- ◆ Learning styles
- ◆ Oral ability in English
- ◆ Understanding of spoken English
- ◆ Specific learning difficulties
- ◆ Sensory impairment
- ◆ Learning disabilities
- ◆ Physical or mental health issues
- ◆ Access issues
- ◆ Goals – long, medium and short term – are they measurable and realistic?
- ◆ Roles and responsibilities of learner(s) and tutor
- ◆ Learning programme – time, method, location
- ◆ How learning will be evaluated and reviewed
- ◆ Progress files and other methods of recording progress
- ◆ Information required about the learner(s) for monitoring purposes by the organisation providing the learning programme
- ◆ Confidentiality – permission.

Recording Progress

Candidates should recognise the importance of recording the learner's progress and the importance of reflecting, reviewing and evaluating this record jointly with the learner. The record of progress should be held by the learner, where possible, or a copy provided. The learner should be aware of and in agreement with the content of the record.

Mixed Level Groups

The teaching and learning should take place with a minimum of one learner however candidates **must** reflect on how they adapted or would adapt their teaching practice to mixed level groups which included adult ESOL literacies learners.

Programme of Work

Candidates should apply the social practice approach in their programme of work and teaching practice. Candidates should recognise the importance of the role of reflection and evaluation of the programme of work. Candidates should reflect upon the effectiveness of the programme of work and how this will inform their future teaching practice.

Reflection and Evaluation

In all parts of Outcome 2 candidates should engage in discussion and critical evaluation of the merits of different approaches. Candidates should also show an understanding of the role of reflection and evaluation.

Higher National Unit specification: support notes (cont)

Unit title: ESOL Literacies: Teaching Adults

Background Reading

- ◆ City of Edinburgh Council (2000) **Literacies in the Community**, resources for practitioners and managers; available from Learning Connections (includes a definition of adult literacies, underpinning principles, the good practice guidelines, complex capabilities, individual learning plans)
- ◆ Communities Scotland (2004) **New Practice, Good Practice: the role of reflection in adult literacies tutor training**
- ◆ Fletcher, M. (2000) **Teaching for Success**, English Experience
- ◆ London Language and Literacy Unit **Individual Learning Plans for ESOL Learners** – examples on the London Language and Literacy Units website
<http://www.lsbu.ac.uk/lllu/workgroups>
- ◆ Wallace, C. (1998) **Learning to Read in a Multicultural Society: The Social Context of Second Language Literacy**, Prentice Hall, (sociolinguistic and psycholinguistic aspects of learning to read)
- ◆ Wallace, C. (1989) **Participatory Approaches to Literacy with Bilingual Adult Learners**, Language Issues, Vol. 3, No. 1 Spring/Summer

Outcome 3

Learner-Centred Approach in Adult ESOL literacies

The learner-centred approach will also need considerable tutor input, presenting language and eliciting language before the learner is expected to carry out any productive tasks. This ensures the task is manageable which builds confidence in the learner. The learner should feel in control of their learning.

The candidate should:

- ◆ allow the learner to work at their own pace
- ◆ develop activities which would allow different ability learners to work in the same class on tasks appropriate to their needs

In any one lesson, the same material may be used in different ways for different levels. The variety of ways that materials can be exploited will also support a variety of learning styles.

Learning experience

Candidates should recognise the importance of using the learner's own life experiences in this outcome. They should apply the social practice approach in their ESOL literacies teaching programme to encourage the initiation and/or development of the learner's skills, knowledge and understanding of speaking, listening, reading, writing and numeracy in a context which is meaningful and relevant to them. This approach will facilitate candidates in providing culturally appropriate lessons which also use approaches appropriate for teaching groups comprising mixed levels, ages and genders. This approach will provide motivation for the learners.

Higher National Unit specification: support notes (cont)

Unit title: ESOL Literacies: Teaching Adults

Candidates should ensure that language is presented to the learner before any productive tasks are required. The presentation of language will be greatly improved with the use of pictures/photos and the real life materials and realia. When working with ESOL literacies learners, the class size should be realistic. A small class is ideal however this may not be possible depending upon the provider's circumstances and tutors will often have mixed level classes.

To ensure the success of a learner-centred approach, topics for lessons should be common everyday situations encountered by the learner. These topics might include:

- ◆ Personal information
- ◆ Social sight words
- ◆ Shopping
- ◆ Daily/weekly routine
- ◆ College/work
- ◆ Children's homework/communications with school
- ◆ Transport/travel
- ◆ Health/hospital/doctor
- ◆ Food – likes and dislikes
- ◆ House/living arrangements
- ◆ Family/friends
- ◆ Festivals.

Candidates should also consider using citizenship topics with the learner which are included in the Crick report where and when appropriate. (Please refer to “The New and the Old: Life in the United Kingdom (2003) and the accompanying Compendium “Life in the United Kingdom: a Journey to Citizenship” (2004), both available from the Home Office).

Candidates should make use of double spacing, large font sizes, a clear font such as Comic Sans MS, Century Gothic, Arial or Sassoon when preparing materials.

Learners with additional support needs and/or disabilities

Candidates should be aware of a range of ways to support adult ESOL literacies learners known to have or believed to have specific learning needs and/or additional support needs. The above measures may also help learners with dyslexia, as will using blue text on pale yellow paper.

Candidates should apply approaches which encourage confidence building and motivation in the learner.

Review and revision

Candidates should ensure that the learning includes revision and review, both between lessons and within the lesson itself. Tasks and presented language should be ordered in a way which allows review and revision. Recycling of language is paramount to the learning process.

Higher National Unit specification: support notes (cont)

Unit title: ESOL Literacies: Teaching Adults

Reflection and evaluation

The learner should be encouraged, where possible, to reflect on individual tasks and the learning process as a whole. These relate also to Outcome 2 but should always be part of the candidates' thinking. The candidate should illustrate, wherever possible, approaches used to raise the learner's awareness of critical thinking to learning.

Candidates should also have an understanding of the role of reflection and evaluation. It is important that the candidate is able to reflect on, evaluate and suggest improvements to their own classroom management, teaching style, and choice of activities.

BACKGROUND READING

- ◆ Basic Skills Agency (2004) **Making Reading Easier**
- ◆ Communities Scotland (2004) **New Practice, Good Practice: the role of reflection in adult literacies tutor training**
- ◆ Frith, U. (1980) **Cognitive Processes in Spelling**, Academic Press
- ◆ Home office (2003) **The New and the Old: Life in the United Kingdom**
- ◆ Home Office (2004) **Life in the United Kingdom: a Journey to Citizenship**
- ◆ Klein, C. and Millar, R. (1990) **Unscrambling Spelling**, Hodder and Stoughton (a seminal work though not specific to bilingual learners)
- ◆ Millar, Robin and Klein Cynthia (revised 2002) **Making Sense of Spelling – A guide to teaching and learning how to spell**. SENJIT London Institute of Education
- ◆ Santopietro, K. and Peyton, J.K. (1991) **Assessing the Literacy Needs of Adult Learners of ESL** Eric Digest EDO-LE-91-07 (National Centre for ESL Literacy Education)
- ◆ Shemesh, R and Waller, S. (2000) **Teaching English Spelling**, ed. Penny Ur, Cambridge University Press
- ◆ Sunderland, H. (1997) **Dyslexia and the Bilingual Learner**, London Language and Literacy Unit, South Bank University
- ◆ Van Duzer, Carol and Florez, Mary Ann Cunningham (1999) **Critical Literacy for Adult Literacy in Language Learners**, Eric Digest ED441351, National Clearinghouse for ESL Literacy Washington DC download from <http://askeric.org> (the social practice approach)
- ◆ Wallace, C. (1989) **Participatory Approaches to Literacy with Bilingual Adult Learners**, Language Issues, Vol. 3, No. 1 Spring/Summer

Higher National Unit specification: support notes (cont)

Unit title: ESOL Literacies: Teaching Adults

Outcome 4

Learner-centred approach in Adult ESOL literacies

As indicated in the support notes for Outcomes 1, 2 and 3, a learner-centred approach, where the learner's needs and goals are taken in to account in all aspects of the tutoring, is recommended. Tutors will need to personalise, individualise and localise materials to suit the learner.

Areas to consider when creating and adapting materials

Materials will need to be obtained from a variety of sources. There will not be a single course book which meets the needs of ESOL literacies learners.

The materials chosen should be suitable for adult ESOL literacies learners in terms of age, gender, culture, background, work experience, interests, hobbies and goals. Materials should promote the everyday uses of literacy and numeracy. They should be relevant to the context of the learner's life, experiences, needs and goals.

Materials should include ESOL publications, semi-authentic and authentic materials (i.e. materials not written specifically for tutoring purposes). The tutor will need to grade the tasks and activities which accompany authentic materials.

The tutor will need to adapt and create materials for the learner. These could include diaries, curriculum vitas, photo albums and such like.

Items brought to the class by the learner may form the focus of a lesson. Items such as invoices, notices, notes, forms to be completed, letters etc. These are an important source of authentic and relevant materials.

Materials designed for children are only appropriate if the learner has a goal relating children's literacy e.g. helping children with their reading.

A checklist may be useful when selecting, adapting and creating materials for adult ESOL literacies learners.

Candidates should recognise the importance of ICT as a resource for adult ESOL literacies learners and tutors. Interactive internet resources and CALL software can support motivation and confidence-building in the learner. It can also encourage independent learning outwith the classroom

Review, reflection and evaluation

Candidates should also have an understanding of the role of review, reflection and evaluation in the development and use of resources. It is important that the candidate is able to reflect on, evaluate and suggest improvements, where necessary, to their own ESOL literacies teaching programme and choice of activities and resources.

Sources of materials

- ◆ Existing (adapted) ESOL publications
- ◆ Relevant authentic materials from various sources e.g. Post Office, Benefits Agency, doctor, newspapers, etc.
- ◆ Materials created by the tutor e.g. pelmanism, word lists etc.*

Higher National Unit specification: support notes (cont)

Unit title: ESOL Literacies: Teaching Adults

- ◆ Semi-authentic materials adapted or created by the tutor e.g. diaries, simple forms, timetables
- ◆ Audio and video tapes
- ◆ ICT, CD ROMs, DVDs, the World Wide Web, interactive internet teaching and learning resources

Background reading

- ◆ www.talent.ac.uk
- ◆ <http://askeric.org> (ERIC Digest)
- ◆ <http://www.erifacility.net/extra/adr/adrsearch.cfm>
- ◆ www.teachingmoney.co.uk
- ◆ www.teachingtime.co.uk
- ◆ <http://qax.org/driving/quiz1> (Highway Code quiz)
- ◆ Picking, R. and Prudden, M. (2003) **First Resort**, P and P Publications/Avanti (photocopiable worksheets and activities for beginner students of English)
- ◆ Williams, J. (1997) **Teaching Literacy in ESOL Classes**, Avanti Books (photocopiable teaching materials).

Guidance on the content and context for this Unit

Candidates will normally undertake this Unit as part of a training programme, for example the Glasgow ESOL Forum training programme.

The Unit is intended for candidates who are preparing to teach adult ESOL literacies learners in a non-supervised context. Candidates must be TESOL qualified tutors (e.g. minimum CELTA or Trinity Cert. TESOL or equivalent TESOL qualification). It is not intended for adult literacies tutors who do not have a TESOL qualification.

Candidates should be encouraged to adopt a reflective approach which involves making use of their own experiences as adult learners and as ESOL practitioners.

Guidance on the delivery and assessment of this Unit

Existing published materials can be used to support the delivery of this Unit, for example:

The ESOL Literacies: Teaching Adults Training Pack (2004) together with suggested background reading on contemporary adult ESOL literacies tutoring methodology.

Higher National Unit specification: support notes (cont)

Unit title: ESOL Literacies: Teaching Adults

The portfolio produced by candidates is designed to develop and demonstrate a suitably reflective approach. This may be demonstrated within one holistic reflective account or across a series of shorter ones. It is unlikely that candidates will cover the knowledge and skills required for the reflective account(s) in under 2,000 words or equivalent.

Personal Training Journal

A Personal Training Journal maybe helpful to encourage candidates to record their thoughts, ideas and make notes on each training session. A Personal Training Journal does not form part of the assessment but is a tool to facilitate professional critical reflection on training and learning and how it will impact on the candidates' subsequent teaching practice within the field of ESOL literacies.

Open learning

While suitable for delivery by Open Learning or distance learning, candidates will benefit from peer discussion and review opportunities.

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements for Candidates with Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: ESOL Literacies: Teaching Adults

You will be undertaking this Unit as part of continuing professional development (CPD) for TESOL qualified tutors. The Unit has a credit value of 2 HN Credits at SCQF level 8 (16 SCQF points at SCQF level 8*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Adult ESOL literacies includes both literacy and numeracy. You will become aware of recent developments in adult literacies in Scotland and specifically how to reflect on good practice in adult ESOL literacies teaching and learning. You will be introduced to current thinking and tutoring approaches which are being adopted in Scotland. One of the key approaches is the social practices approach which relates the literacies learning to the learner's life, experience and existing knowledge and skills.

You will be encouraged to reflect on your own teaching practice and to consider how this can be related to working with adult ESOL literacies learners. You will also cover ways of working with adult ESOL literacies learners with diverse educational and cultural backgrounds.

In order to gain certification for the Unit, you will have satisfied all mandatory assessment components.