Higher National Unit specification: general information

Unit title: Teaching ESOL Literacies to Adults

Unit code: FK8W 36

Superclass:	GC
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Unit purpose

This Unit is designed for candidates who are ESOL practitioners and intend to deliver, or are already delivering, ESOL literacies within a variety of teaching contexts. The primary focus is on adult ESOL literacies learning. It may also be appropriate for practitioners working with upper secondary school age learners who have ESOL literacies needs. It is designed to enable candidates to develop the knowledge and skills required to deliver learner-centred ESOL literacies learning.

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

1   Analyse and evaluate adult ESOL literacies within a Scottish context.
2   Identify and assess ESOL literacies learners and their learning needs.
3   Apply skills and strategies to support ESOL literacies learning.
4   Plan and deliver ESOL literacies learning.

Prior to delivery, centres must gain specific qualification approval for this Unit.

Recommended prior knowledge and skills

Access to this Unit is at the discretion of the centre. However, candidates would normally be expected to have competence in *Communication* skills at SCQF level 6, *Numeracy* skills and *Information and Communication Technology* skills at SCQF level 5, or similar qualifications or experience. In addition, candidates should have experience of working with ESOL learners.

Candidates undertaking this Unit must have demonstrable knowledge of:

♦   Cultural, social and linguistic diversity of ESOL learners
♦   Specific methodologies and the language/linguistics involved in teaching English to Speakers of Other Languages

General information (cont)

This knowledge will be demonstrated by candidates holding, as a minimum, the SQA PDA in TESOL (GA53 49) at SCQF level 9 or an equivalent TESOL/ELT qualification which can be demonstrated to meet the following criteria:

♦ is externally validated by a reputable examination body (usually a university or recognised examination board)
♦ contains at least 6 hours' supervised teaching practice (ie teaching practice where the trainee teacher is observed and assessed teaching genuine ESOL learners, and given feedback on his or her performance)
♦ contains at least 100 hours of ELT/TESOL input

This Unit is an optional Unit within the PDA in Applied Practitioner Studies in TESOL. Centres must inform candidates that it is not possible to achieve the Group Award towards which this Unit contributes unless they already hold a TESOL/ELT qualification which meets the above criteria.

Selection criteria procedures will be checked at approval stage. Qualifications and experience of candidates will be checked during verification.

Credit points and level

1 Higher National Unit credit at SCQF level 9: (8 SCQF credit points at SCQF level 9*)

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.

Core Skills

There are opportunities to further develop the Core Skills of *Communication, Problem Solving* and *Working with Others* at SCQF level 6, and *Information and Communication Technology* at SCQF level 5, in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery

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.

This Unit is an optional Unit in the PDA in Applied Practitioner Studies in TESOL. However, the Unit can also be delivered as a freestanding Unit as professional development for ESOL practitioners.

The principal context will be an ESOL teaching environment. Candidates should have access to an environment where the required evidence can be generated. Candidates must work with at least one ESOL literacies learner to achieve this Unit.

General information (cont)

Assessment

This Unit will be assessed by means of a portfolio comprising mandatory components. The candidate is required to produce and submit a completed profile and initial (diagnostic) assessment of an ESOL literacies learner, an individual learning plan (ILP) for that learner based on findings from the initial assessment, lesson plans with accompanying resource material (the candidate will deliver the planned lessons) and a reflective account based on the work undertaken with the learner. The centre must put arrangements in place to ensure the authenticity of the work produced.

Exemplar Instruments of Assessment and marking guidelines are produced to show the national standard of achievement required at SCQF level 9.

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

The Unit will be assessed holistically. Evidence Requirements and Assessment Guidelines for the Unit appear after Outcome 4.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Analyse and evaluate adult ESOL literacies within a Scottish context.

Knowledge and/or Skills

♦ Definitions of adult ESOL literacies in Scotland
♦ Literacy and society
♦ Current context of adult ESOL literacies in Scotland
♦ Approaches to adult ESOL literacies development
♦ Social practice and its application in adult ESOL literacies
♦ Implications for the teaching and learning of adult ESOL literacies

Outcome 2

Identify and assess ESOL literacies learners and their learning needs.

Knowledge and/or Skills

♦ Learner Profile
♦ Skills and sub-skills of literacies
♦ Initial (diagnostic) Assessment
♦ Recording instruments
♦ Individual Learning Plan (ILP)
♦ Barriers to learning
♦ Inclusion and support

Higher National Unit specification: statement of standards (cont)

Unit title: Teaching ESOL Literacies to Adults

Outcome 3

Apply skills and strategies to support ESOL literacies learning.

Knowledge and/or Skills

- Approaches for developing reading skills at letter, word and text level
- Approaches for developing writing skills at letter, word and text level
- Approaches for developing numerical awareness
- Integrated skills approach to ESOL literacies
- Learning styles and multi-sensory approaches
- Differentiated teaching and learning approaches
- Critical literacy

Outcome 4

Plan and deliver ESOL literacies learning.

Knowledge and/or Skills

- Planning learner-centred ESOL literacies learning
- Design, selection and exploitation of materials/resources
- Strategies to engage, support and encourage learner in learning process
- Evaluation of ESOL literacies learning
- The reflective practitioner

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills for all Outcomes. All assessments are open-book assessments which will be completed in the candidate's own time.

Candidates will provide written and practical evidence in the form of a portfolio of work completed with one authentic adult ESOL literacies learner. The learner selected by the candidate must be agreed with the centre (and the candidate's workplace, if applicable) and written permission obtained from the learner for their work to be included in the portfolio.

The completed Portfolio will contain, as a minimum:

1   Learner Profile and Initial (Diagnostic) Assessment
2   Individual Learning Plan (ILP)
3   Two Lesson Plans with accompanying resources
4   Reflective Account

The Learner Profile, Initial Assessment and ILP should be conducted with the same learner. The candidate must work with the learner face-to-face.

Higher National Unit specification: statement of standards (cont)

Unit title: Teaching ESOL Literacies to Adults

The candidate must undertake observation(s) of the delivery of ESOL literacies learning. This can take the form of video or live observation and can be of (a) professional peer(s) and/or (an) experienced ESOL literacies practitioner(s). There is no stipulated amount of observation, but how the experience has informed the planning and implementation of learning programme must be included in the Reflective Account.

The candidate must plan and deliver a learning programme of (at least) two lessons to an ESOL literacies learner. While this is most likely to take place on a one-to-one basis, it could also be delivered in a group setting. However, the focus is on the profiled learner. Therefore, lesson planning, selection of materials and activities, implementation and evaluation must reflect this. Where teaching and learning does take place in a group setting, the candidate must show how the lessons are appropriate for, and meet the needs of, the learner profiled. This should include details of any differentiation in terms of learning outcomes, activities, resources, teaching and learning strategies employed. Within the Reflective Account the candidate must include a description and evaluation of the profiled learner's response to the lessons, activities and resources.

Through the Reflective Account and other instruments (the Initial Assessment and ILP) the candidate must outline the learning needs of the ESOL literacies learner, prioritise his/her learning goals, and include the learner's achievements following the delivery of the lessons.

Confidentiality should be respected at all times. Candidates must obtain the learner's written permission to use samples of their work in the portfolio, and the learner's identity should be protected (eg by changing names, or using initials only).

The evidence must be generated while the candidate is undertaking the Unit. It is not acceptable for candidates to provide evidence from previous teaching experiences.

1 Learner Profile and Initial Assessment

The learner profile must include:

♦ Personal information (eg age, gender, immigration status)
♦ Present circumstances (eg family, employment)
♦ Background information (eg previous education, interests)
♦ Language profile (eg literacies skills in first/other languages, oral/aural English level)
♦ Additional support needs/barriers to learning (eg physical/emotional/psychological/ health/family/financial/access issues)

The Initial Assessment must be diagnostic and detailed in nature; its purpose being to clearly identify the learner's literacies strengths and weaknesses and provide in-depth information on the learner's ESOL literacies needs. The assessment instrument(s) must include tasks to identify:

♦ Reading strengths and weaknesses
♦ Writing strengths and weaknesses
♦ Numerical awareness
♦ To what extent the learner displays a spiky profile (referencing oral/aural skills)

Higher National Unit specification: statement of standards (cont)

Unit title: Teaching ESOL Literacies to Adults

The Initial Assessment instrument and tasks must be appropriate for the learner. The candidate may choose to create their own instrument, or select/adapt an existing one. The candidate may draw upon centre-produced assessment resources or published teaching and learning resources and assessment tasks. However, the instrument/tasks used must be capable of diagnosing the learner's ESOL literacies strengths and weaknesses.

2 Completed Individual Learning Plan (ILP)

The candidate will use the Initial Assessment findings to inform the content of the ILP.

The ILP must:

♦ Be appropriately designed/selected to meet the needs of the learner profiled
♦ Be completed in negotiation with the learner
♦ Prioritise the learner's ESOL literacies needs
♦ Establish learner goals
♦ Define the real-life purposes of learner goals
♦ Detail appropriate and measurable learning Outcomes
♦ Establish time frame for development toward learner goals

After the programme of learning, candidates must update the ILP to take account of:

♦ Learner progress and any impact this has had on learning priorities and goals

A copy of the ILP should be held by the learner. The learner should be aware of, and in agreement with, its contents. The candidate may use a ready-made ILP instrument (where it is appropriate for the learner), create an ILP specifically for the learner they are working with, or adapt an existing ILP (acknowledging sources where required).

3 Two lesson plans

The lesson plans will be produced using the completed Learner Profile, Initial Assessment, and ILP as a basis for planning. The candidates must:

♦ produce two lesson plans (each for a minimum 45-minute lesson)
♦ include all accompanying resource material (where appropriate)
♦ deliver the planned lessons

The lesson plans must:

♦ highlight the context within which the learning programme takes place
♦ detail the learning outcomes of the lesson
♦ detail the approaches, learning activities and resources to be used in the development of ESOL literacies skills/sub-skills
♦ include anticipated learner difficulty with the lesson/activities, and potential solutions
♦ have enough detail to allow an experienced ESOL literacies practitioner to understand the aims, structure and sequence of the lesson

Higher National Unit specification: statement of standards (cont)

Unit title: Teaching ESOL Literacies to Adults

The aims and content of the lessons should be clearly linked to the findings of the Initial Assessment (in terms of prioritising the needs of the learner) and the ILP (in terms of working towards learner goals).

The candidate should show recognition of individual learning styles and cultural diversity issues, as well as the considered application of suitable approaches to any additional support needs the learner may have.

In order to evidence that the candidate can select/design materials to meet individual learner needs, the lessons plans must be accompanied by their teaching and learning resources.

The candidate must include as a minimum:

♦   one piece of authentic material (which may be adapted for the purpose of developing basic reading, writing or numeracy skills/sub-skills)
♦   one resource either adapted from a published resource or created by the candidate

In each case the resources and tasks should show clear differentiation/personalisation (where appropriate) for the learner with whom they are to be used. The resources accompanying the plans need not all be text-based (eg the use of resources such as pictures/visuals, Cuisenaire rods, audio files, realia is appropriate).

The lessons must be delivered and all records retained for verification purposes. The lessons delivered **are not** observed or assessed.

4   Reflective Account

This Reflective Account (of approximately 1500 – 2000 words) must include:

♦   an explanation of how the learner has been identified as an ESOL literacies learner (referencing relevant definitions)
♦   critical analysis of social practice and other relevant approaches (with comment on how they have informed the candidate's professional thinking and practices when developing the teaching and learning programme, and making reference to the observation(s) undertaken)
♦   a rationale for topics, activities, resources used in delivery and any adjustments to original plans
♦   critical evaluation of the lessons delivered (a description and evaluation of the learner's response to the topics, activities and resources used; the extent to which they were successful, appropriate and impacted on learner progress; how this was measured)
♦   recommendations for possible future learning, to further meet the learner's goals identified within the ILP
♦   reflection on the candidate's own future professional development needs in the area of ESOL literacies

Candidates may reference information contained in other parts of the portfolio, for example recommendations for future learning may be documented within the ILP.

Candidates must meet all the Evidence Requirements in order to achieve the Unit.

The evidence generated must reflect SCQF level 9.

Higher National Unit specification: statement of standards (cont)

Unit title: Teaching ESOL Literacies to Adults

Assessment Guidelines

The evidence generated may be presented in any appropriate format but should ensure that all aspects of the Evidence Requirements are covered.

Where the candidate does not have access to an ESOL literacies learner (within their own workplace), the centre should provide an appropriate learner for the candidate to work with.

Within the field of ESOL, it is acknowledged that learner attendance can sometimes be irregular. Therefore, in the exceptional circumstance of the learner withdrawing before the candidate has completed the delivery of the learning programme, the candidate may evidence work with another learner. This is on the proviso that all Evidence Requirements for the Unit are reproduced for the new learner. The candidate must inform the centre in such circumstances.

The Initial Assessment should be in the form of a series of appropriate tasks which can be used with a learner who has basic literacies needs. Examples of appropriate tasks could include letter/word identification, picture/word matching, writing basic personal information, etc. The candidate should demonstrate how they have interpreted and identified the relative strengths and weaknesses ('spiky profile' if relevant) of the learner, annotating scripts where appropriate and provide a written analysis justifying their assessment findings.

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 practitioner with information on which to base planning of a learning programme. Contents of diagnostic tools, assessments and ILPs can, and should, overlap — there is no one correct version. One process informs the other.

Pro forma designed by the centre would help to provide an appropriate format and content for documentation to be completed for the portfolio (eg for ILPs, lesson plans). However, the ILP used must evidence the candidate's ability to evaluate and select/design an appropriate tool to be used with their particular learner.

It is recommended that candidates undertake the required observation prior to implementing the lessons they will deliver. In this way, the observation will help to inform delivery. Observation of peers and colleagues is appropriate. Alternatively/in addition, centres may use video footage of ESOL literacies teaching and learning to provide candidates with access to 'classroom' delivery.

The teaching and learning programme is likely to be delivered one-to-one, but can also be delivered within a group setting, as long as all Evidence Requirements are met. In particular, the candidate should document, within the Lesson Plans and Reflective Account, how the individual learner's literacies needs were taken into account within planning and delivery. At the same time, candidates delivering within a group setting must ensure that they do not focus solely on the needs of the profiled learner to the detriment of the rest of the group — where necessary lesson plans should show differentiated strategies/resources, etc which take account of both the individual and the whole group.

Higher National Unit specification: statement of standards (cont)

Unit title: Teaching ESOL Literacies to Adults

Teaching and learning should be implemented during at least two separate lessons (each of between 45 and 60 minutes duration), the lessons separated by enough time to allow for the candidate's evaluation and reflection. While candidates may decide to plan and deliver more than two lessons within their learning programme, they should submit only two lesson plans within the portfolio. However, they may wish to refer to the extra lessons within their Reflective Account.

Please note — delivery of the lessons is not assessed.

Centres will need to put procedures in place to ensure the authenticity of the evidence generated. The use of professional discussion is highly recommended.

Higher National Unit specification: support notes

Unit title: Teaching ESOL Literacies to 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 40 hours.

Guidance on the content and context for this Unit

This Unit is designed for ESOL practitioners who intend to deliver, or are already delivering, ESOL literacies in a variety of teaching contexts in Scotland. This Unit and the completion of the portfolio of work will provide candidates with knowledge and skills which are crucial when assessing ESOL literacies needs and delivering ESOL literacies learning.

The principal context will be an ESOL teaching environment. The candidate should have access to an environment where the required evidence can be generated. Integration of the Outcomes throughout delivery of the Unit is recommended.

Indicative content on a taught programme:

The following list of topics gives a suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

(Please note that there is overlap across the individual areas and the information below provides only examples of areas to focus on.)

Outcome 1

Candidates will focus on adult ESOL literacies in Scotland. Centres should ensure that definitions are available and up-to-date. Candidates will analyse a variety of approaches to literacies development, including the social practices approach adopted in Scotland.

Definitions of adult ESOL literacies in Scotland — identification and critical analysis of key definitions of literacies and ESOL literacies, including the Scottish Government definition *'The ability to read and write and use numeracy to handle information, to express ideas and opinions, to make decisions and solve problems as family members, workers, citizens and lifelong learners'*; definition(s) adopted to identify ESOL literacies learners; terminology used as discourse within different contexts in Scotland and the implications of this for identifying ESOL literacies learners.

Literacy and society — implications, particularly for adults, of a lack of literacy in a literate society (eg impact on the individual's ability to operate in society, value judgements made about learner's abilities); barriers related to accessing education/developing English language competence (eg expectation of literacy in English language-teaching environments); exploration of (candidates') preconceptions/prejudices regarding individuals who cannot read or write in first language; key themes connected to ESOL literacies (eg literacy and power relations, the learner's voice, democratic opportunities), social and economic status, numeracy and access to technology, critical literacy.

Higher National Unit specification: support notes (cont)

Unit title: Teaching ESOL Literacies to Adults

Current context of adult ESOL literacies in Scotland — where and when ESOL literacies learning takes place; diversity of learners (eg life skills, background and current contexts), English language profile (spiky profile); modes of delivery (eg discrete literacy groups, one-to-one, differentiated teaching and learning); sectors involved in delivery; national and local ESOL literacies developments, specific qualifications which address the needs of ESOL literacies learners (eg SQA ESOL literacies Units), resources and materials available (including Initial Assessment tools) which embrace a social practice approach to ESOL literacies development.

Approaches to adult ESOL literacies development — top-down approaches (eg language experience approach); bottom-up approaches (eg phonics); participatory approaches (eg Freire — problem posing, where teacher provides code to elicit discussion related to students' lives); whole language (language is whole; written language is natural, learner differences in terms of cognitive, emotional, social, and personal are key, language is social); learner writing and publishing (encouraging students to write, pre-writing, drafting, sharing and responding to writing, revising, editing, and publication and distribution); competency-based approach (assessment of needs, selection of competencies, instruction and evaluation).

Social practice and its application in adult ESOL literacies — key features of social practice within ESOL literacies: embedding socio-cultural issues, literacies as a key dimension of community regeneration and as part of wider lifelong learning agenda; contrast with 'deficit' and competence-based approaches to literacies; 'adult literacies' in preference to 'adult literacy and numeracy' — more inclusive of the range of capabilities covered; grounding literacies in existing knowledge; learner centred approach; recognition of:

– literacy and numeracy as complex capabilities rather than a simple set of basic skills
– the development and retention of knowledge, skills and understanding as being more likely when learners see them as relevant to their own problems and challenges.

Implications for the teaching and learning of adult ESOL literacies — negotiation of an Individual Learning Plan; developing literacies based on tasks/resources which take account of learner's existing knowledge (schema); selecting the knowledge and skills that are most relevant to the individual learner's goals and aspirations; the inclusion of critical literacies.

Outcome 2

Candidates will focus on the identification of ESOL literacies needs, and the skills and sub-skills which scaffold literacies development. Candidates will explore what needs to be assessed in terms of these skills and sub-skills and how these assessments can be conducted with a specific learner to inform future learning goals.

Learner Profile — purpose of Learner Profile; areas of content (eg learner's life, experience and existing knowledge and skills); use of profile to design initial assessments, identify language skills; practicalities (eg issues related to the complexities of working one-to-one, particularly with vulnerable adults, personal safety of candidate and learner, responsibilities and boundaries); data protection issues; rapport building (eg setting learners at ease, appropriate use of language when interviewing learners, non-verbal communication, relevant and sensitive approaches to questioning, active listening and responding to content).

Higher National Unit specification: support notes (cont)

Unit title: Teaching ESOL Literacies to Adults

Skills and sub-skills of literacies — identification of reading and writing skills and sub-skills of basic ESOL literacies; numerical awareness; creating checklists and 'can do' statements, decoding/encoding at letter, word and text levels, logographic, alphabetic and orthographic awareness; motor skills; effects of learner's English language level on ability to assess specific sub-skills (eg numeracy).

Initial (diagnostic) Assessment — purposes of assessment; distinctions between 'Initial Assessment' as a placement test and/or a diagnostic tool; exploration and evaluation of assessment tools; design/adaptation of assessment tools; interpretation of assessment results, identification of the learner as an ESOL literacies learner/differentiation with beginner English language learner; identification of ESOL literacies' strengths, weaknesses and needs; identification of other learning needs and signposting to appropriate provision (eg visual/auditory impairment).

Recording instruments — appropriate instruments for recording initial learner needs, objectives agreed with learner and progress during/after the delivery of the lessons (eg individual/group learning plans); institutional requirements.

Individual Learning Plan (ILP) — purpose and use of ILP (ongoing, dynamic, working document which records learning goals (short and long-term), current progress and achievements); practicalities of using ILPs (eg learner ownership, learner's literacy level, time constraints, group learning, etc); learner goals and aspirations (ie identifying realistic and achievable literacies goals, prioritising goals in collaboration with the learner); the use, value and potential limitations of individual and group learning plans (eg constraints of negotiating learning particularly with learner who has low level oral skills).

Barriers to learning — links to learner profile; barriers related to home life, status, educational background; physical, emotional and cognitive barriers; lack of study skills; neurological disorders such as dyslexia.

Inclusion and support — the incorporation of learner diversity within ESOL literacies delivery; identification of additional needs the ESOL literacy learner may have (eg dyslexia); strategies and adjustments to support learners.

Outcome 3

Candidates will focus on the strategies and approaches that a practitioner can use as part of their toolkit when delivering ESOL literacies learning. Candidates explore practical methods and activities that can be used within delivery, drawing on the learner and their individual needs as a starting point. A multi-faceted and multi-skills approach to literacies development; integrating literacies learning within a four skills approach which takes account of learner preferences/styles is also explored.

Approaches for developing reading skills at letter, word and text level — top-down and bottom up approaches; awareness of the effects of visual representations (eg layout, fonts, typographical features in text), different purposes of activities (eg decoding versus attaching meaning to symbols); use of background knowledge (ie schemata); recognition of symbols, associated sounds and their meanings; incorporation of learner voice, experiences and contexts (eg language experience approach), phonic awareness; recognition of Roman script; social sight vocabulary; frequently used words (eg use of Dolch list); decoding activities; use of visuals (eg signage); recognition of learner strategies.

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Approaches for developing writing skills at letter, word and text level — top-down/ bottom-up approaches; the development of fine motor skills; working with Roman script and its conventions; incorporation of learner voice, experiences and contexts (eg language experience approach), phonic awareness; scaffolding of writing at whole text/sentence/word/ letter level (eg through models and writing frames, use of first language/translation); practicalities of development of writing (planning and expectation of sessions — flexibility of plan, realistic goals within discrete activities); activities to develop spelling strategies.

Approaches for developing numerical awareness — identifying numbers, establishing meaningful contexts (eg shopping, timetables, cooking) and appropriate applied numerical concepts (money, weight, size, etc); differentiation between numeracy and number literacy; activities for decoding and encoding numerical concepts.

Integrated skills approach to ESOL literacies — holistic nature of language learning; recognising the interdependence of skills; oral/aural activities to scaffold literacies learning (eg phonic awareness, strategies to take account of the natural order of skills development); context/schemata/vocabulary-building.

Learning styles/multi-sensory approach — learning preferences/styles and potential impact on learning strategies; benefits of multi-sensory approach for learners; visual, auditory, kinaesthetic activities to support a learner-centred model; use of gesture, mime and non-verbal communication; assumptions regarding study skills (copying from board, etc); choices in when to use board/paper, etc.

Differentiated teaching and learning approaches — diversity of learners within a group; drawing on learner strengths and weaknesses (eg peer support in the learning environment), use of differentiated materials within a group; individualising tasks (eg adapting activities for different levels/abilities); appropriate challenge for different learners.

Critical literacy — genre recognition; including purpose and audience in reading activities; building learners' ability to understand and recognise a variety of features of written texts.

Outcome 4

Candidates will focus on the planning, delivery and evaluation of ESOL literacies teaching and learning. Outcome 4 is interconnected with the development of the teaching and learning strategies within Outcome 3.

Planning learner-centred ESOL literacies learning — use of ILP; prioritising learner needs; incorporation of learner goals; selection of appropriate learner-centred contexts and activities to develop the skills prioritised through the Initial Assessment and ILP; time and pace of delivery for individual learners; planning for groups versus one-to-one (eg differentiated teaching strategies); appropriate strategies to deal with barriers to learning.

Design, selection and exploitation of materials/resources: use and adaptation of authentic materials; resources created/generated/selected by the learner; selecting materials which reflect real life literacy practices; features of text-based material (eg use of fonts, layout, text size, clarity and decisions on inclusion/exclusion of text-based instructions); evaluation and adaptation of published resources (eg use of evaluation checklists); variety and sources of materials; taking account of learning styles and multi-sensory approaches in material selection; incorporating diversity and themes of equality; use of ICT.

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Strategies to engage, support and encourage learner in learning process — building rapport; sensitivity to learner motivation and de-motivation; motivating factors within delivery, scaffolding the learning; pace, variety and challenge; negotiating learning; goal-setting and acknowledgement of achievements, learner training; enabling and developing learner autonomy (providing resources such as dictionaries, homework, other accessible reference materials); use and development of ICT skills.

Evaluation of ESOL literacies learning — achievement of goals (identifying the extent to which the literacies learning has impacted upon real-life literacy practices); measuring learner achievement; recognising common perceptions with regards to stages of literacies development (eg the achievement of 'small' steps which may be highly significant to the learner, such as being able to write their own/child's name); re-setting goals; evaluation of plan, resources, activities to inform future practice.

The reflective practitioner — how the Knowledge and Skills developed within this Unit will inform future practice; steps to be taken (by candidate) to further develop knowledge and skills related to ESOL literacies; sources of support mechanisms for ongoing development.

Guidance on the delivery and assessment of this Unit

This Unit focuses on developing the candidate's knowledge and skills related to adult ESOL literacies in Scotland, identifying ESOL literacies learners, the surrounding issues which impact upon the individual's life and the implications for teaching and learning. It aims to develop skills in assessing ESOL literacies learners, planning effective delivery to support ESOL literacies learning within a social practice model, and will enable the candidate to become more analytical and reflective regarding the content and strategies of ESOL literacies teaching and learning.

It is recommended that centres use a wide range of delivery methods appropriate to training for ESOL literacies teachers. Delivery methods should ensure that models for ESOL literacies teaching are built in through the use of loop input approaches, where candidates have the opportunity to engage in activities and tasks which mirror those used when working with ESOL literacies learners.

This Unit combines theoretical underpinning with the practices which take place during ESOL literacies delivery. Candidates should be given opportunities to explore the links between theory and practice, and should be supported in developing strategies and techniques, including the range of activities they are able to draw on, for ESOL literacies delivery. Centres should provide opportunities for practice, and encourage candidates to experiment and try out ideas, approaches and activities covered in the input sessions within their own ESOL literacies teaching context. Candidates can then reflect and report back on their experiences. Explicitly linking the training context to candidates' own teaching contexts will help draw on personal experience and generate discussion, further analysis and deeper reflection on the areas of literacies teaching and learning explored during training sessions.

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While an integrated approach to delivery is recommended, the sequence of the Outcomes follows a logical order. However, it is appropriate that candidates work on the Reflective Account throughout the taught Course, completing this towards the end. This will provide candidates with greater opportunity to reflect on the whole process; from defining ESOL literacies, identifying their learner as an ESOL literacies learner, analysing approaches to ESOL literacies, profiling and assessing their learner, planning and delivering relevant ESOL literacies learning, through to reflecting on this experience

It is recommended that candidates select the learner they will work with early in the taught programme. Centres can support the candidate's successful completion of their portfolio by careful timetabling of input sessions to mirror the process the candidate will follow in order to complete the Evidence Requirements.

Centres should support candidates in identifying an authentic ESOL literacies learner to work with. Centres should ensure that candidates are made aware that *only some* 'beginner' or 'low level' ESOL learners will display ESOL literacies needs (eg difficulty in meaningfully interacting with a written text could be due to the learner lacking knowledge of the vocabulary or grammatical structures contained within the text, as would be expected by all low level language learners; a learner's lack of ability in writing in English could be for similar reasons). Centres could incorporate awareness raising activities which help with the identification of ESOL literacies learners and their needs (eg through the use of case studies) before candidates select the learner they will work with.

The centre should provide guidance to candidates with regards to where and when it is appropriate to meet with the learner. Candidates should be made aware of issues related to working one-to-one. It would be useful for the centre to provide, where necessary, a neutral space for the candidate and learner to meet.

It should be noted that the candidate may need to meet the learner on a number of occasions to complete the portfolio — centres should ensure that candidates make learners aware of the potential time commitment involved.

Centres should explore the discourse which exists around the term ESOL literacies (eg in some situations it is used to describe **all** beginner ESOL learners) and the notions of whether, in fact, all ESOL literacies learners are de facto 'beginners'. Case studies of learners displaying spiky profiles would be useful for this exploration. There is a variety of terminology in use for ESOL literacies and it should be made clear to the candidates the contexts, definitions and use of 'ESOL literacies' within this Unit.

Candidates should become familiar with the learner-centred approach of the social practice model and the importance of contextualising literacies tuition to make it relevant to the learner. Candidates should be able to apply the principles of social practice and other relevant approaches to the ESOL literacies programme they deliver. Exploration (early in the taught programme) of key approaches for developing ESOL literacies should provide a base on which the candidate can begin their Reflective Account.

Higher National Unit specification: support notes (cont)

Unit title: Teaching ESOL Literacies to Adults

Candidates should be able to provide a definition of adult ESOL literacies in Scotland and the centre should ensure this is available and up-to-date. Candidates should be made aware of the different types of literacy needs that an ESOL literacies learner may display. The candidate should be made aware that the term 'literacies' incorporates reading, writing and numeracy.

Centres will need to put procedures in place to ensure the authenticity of the evidence generated. The use of professional discussion would be appropriate.

Opportunities for developing Core Skills

The delivery and assessment of this Unit may contribute towards the development of the Core Skills of *Communication*, *Problem Solving*, *Working with Others* and *Information and Communication Technology*. It can also support the development of other transferable skills, such as thinking, analytical and critical skills, and essay/report writing.

Candidates undertaking this Unit will have a high standard of Communication Skills. However, there are opportunities to develop these further within delivery and through the process of producing the Evidence Requirements.

It is possible to develop **Communication: Written Communication at SCQF level 6 and beyond** within this Unit. The General Skills for **Written Communication at SCQF level 6** are **'Read, understand, and evaluate complex written communication'** and **'Produce well-structured written communication on complex topics'**. The candidate will explore complex topics, such as different approaches to adult ESOL literacies development, including a social practice model, and must be able to then contextualise and evaluate their teaching approach within a reflective account. As ESOL literacies practitioners, candidates must use consistently accurate spelling, punctuation and sentence structures. This will be assessed during summative assessment. Candidates could be given group tasks in which they research an area linked to the approaches to ESOL literacies in Scotland and present this information in written form. Formative assessment could focus on areas for development.

Delivery focusing on tasks to develop appropriate techniques to organise complex written content would be useful. In the assessments, candidates must present all essential ideas/ information and supporting detail in a logical and effective order, using a format, layout and word choice which are appropriate to the content and context, clearly differentiating between facts, opinions, arguments and conclusions and demonstrating the links found between major and minor points. The use of structured pro forma could guide the candidates to meet the Evidence Requirements at the required level.

When working with ESOL literacies learners, candidates will need to consider the learner's English language level, especially their literacies needs, when designing or selecting written material. The texts will need to be accessible to the individual learner, and the candidate will base choices on information acquired during initial assessment. The very careful grading of text to learner will help to hone the candidate's skills in this area and it would be useful for centres to provide practice in identifying appropriate resources and evaluating material to ensure its 'fit' for the individual. The development of differentiated strategies and the impact on resources will also develop the candidate's writing skills, enabling them to create a worksheet which can be adapted for learners displaying different needs.

Higher National Unit specification: support notes (cont)

Unit title: Teaching ESOL Literacies to Adults

It is essential that candidates take into account the additional difficulties and limits placed upon them when using written material with an ESOL literacies learner. For example, candidates will need to develop the ability to assess discrete sub-skills accurately and to be able to identify/create assessment instruments and tools which are valid. Delivery could include tasks comparing and evaluating different assessment questions; for example, candidates could be shown a sample task to assess genre recognition sub-skills where learners must match images (eg *a picture of the 'H' sign for hospital*) to written definitions ("*This is a <u>sign</u> which means that there is a hospital ahead.*"). Candidates would firstly have to evaluate the validity, effectiveness and appropriateness of the task and then identify a more valid way to assess this sub-skill, (eg by dispensing with the written definition and asking the learner to respond orally to the sign). Thus delivery should raise candidates' awareness of the limits of the written word as a communication tool with ESOL literacies learners, help them identify how to use oral/aural communication more effectively, and crucially, develop skills in creating appropriate and valid material to both assess and teach ESOL literacies learners.

For **Oral Communication at SCQF level 6** the skill is **'Produce and respond to oral communication on a complex topic'**. During delivery and/or assessment of this Unit, candidates will have opportunities to develop a sophisticated level of oral communication skills.

During delivery, candidates will discuss complex topics related to ESOL literacies and acquire knowledge of specialist terminology linked to this field. Formative tasks checking candidates' understanding of terminology would be useful (eg matching sub-skill definitions to teaching and learning tasks which focus on the appropriate skill).

When communicating with any ESOL learner, signposting, grading language and adapting register and style is essential, and is integral when conducting any oral component of the initial assessment interviews, and while delivering the programme of work to the learner. Candidates could practise language grading techniques including verbal and non-verbal communication (eg eye contact, gesture) appropriate to communicating with learners of various levels, social and cultural backgrounds. However, ESOL literacies practitioners must be aware of 'spiky' profiles and so should be careful not to make assumptions about a learner's level of oral/aural understanding based on their reading and writing skills.

Candidates should also be aware of the possible stigma which could affect the learner's feelings about their literacies difficulties. Delivery could include activities which highlight ways in which learners can be made to feel positively or negatively about their literacy, and how candidates can ensure that their own use of language does not create motivational or other barriers to development.

Candidates should be given guidance in how best to take account of the learner's contributions and respond as appropriate, (such as asking questions to clarify, exploring responses in greater depth, or expanding upon response given). It is also useful to explore the value and impact of open and closed questioning and a range of active listening techniques, especially in terms of getting information from learners who perhaps are reticent to talk about their lack of literacy, especially where other skills are high.

Higher National Unit specification: support notes (cont)

Unit title: Teaching ESOL Literacies to Adults

Further opportunity to develop Oral Communication skills could be through project/research work (which could be individual or group-based) on relevant topics with findings presented in the training environment. This oral feedback, particularly where presented jointly, would need to be structured to take account of its purpose and audience. Candidates could be guided to convey information, opinions or ideas accurately and coherently and provide supporting detail where required.

All elements of the Core Skill of **Problem Solving at SCQF level 6**, that is, **Planning and Organising, Critical Thinking, and Reviewing and Evaluating**, will be developed and enhanced as candidates undertake the Unit. Conducting the Learner Profile will involve a significant degree of planning and organising. Candidates should be given guidance on how to best prepare: planning and organising the interview, informing the learner of arrangements, anticipating and managing any organisational issues. Candidates should be given the opportunity to explore problems which may arise in the process of conducting a Learner Profile (related to, for example, learner's understanding, rapport, or effectiveness of questioning techniques) and strategies to address such issues. The use of simulations or case study material will help prepare for the analysis of a learner's needs. Candidates should be encouraged to think critically about such aspects as what are realistic goals and aspirations.

Opportunities to develop **Working with Others** can be incorporated into the delivery of the Unit and will contribute towards the general skills **'In complex interactions, work with others co-operatively on an activity and/or activities'** and **'Review work with others in a co-operative activity and/or activities' at SCQF level 6**. Tutors could actively choose to develop this skill by setting tasks for group activity and arranging joint information feedback/ presentation sessions. This would necessitate identifying component tasks, negotiating roles and responsibilities with others, taking account of strengths and weaknesses and negotiating working methods.

Working with Others is also a skill which has an impact on the successful completion of the portfolio. The candidate works collaboratively **with** the learner on all components of this portfolio. The learner will need to be aware of the structure and purpose of the learner profile and initial assessment, will negotiate and have ownership of the ILP and will inform the teaching and learning programme. The onus is on the candidate to support co-operative working by, for example, including learner-generated materials into the lessons, negotiating learning priorities with the learner, asking for feedback on all work undertaken, providing the learner with advice related to the learner's future literacy development.

Opportunities to develop **ICT** skills can be incorporated into the delivery of the Unit and will contribute towards the general skills **'Use ICT independently, effectively, and responsibly to access information within a range of tasks'** and **'Use ICT independently, effectively, and responsibly to carry out a range of processing tasks' at SCQF level 5.** The candidate can be supported in carrying out safe information searches on relevant complex topics (eg recent developments in the local ESOL literacies context, researching social practice and other approaches to ESOL literacies development), using efficient and effective search strategies from electronic data sources such as websites and databases. Relevant information can then be extracted and findings presented in written or oral form, both of which could be supported by ICT. PowerPoint presentation or word-processed acetates could be used for oral presentation of project work, and texts, graphics, sound or videos could be integrated to improve delivery.

Higher National Unit specification: support notes (cont)

Unit title: Teaching ESOL Literacies to Adults

Candidates will be required to produce written assessments to a high quality and will use word-processing, embedded links, images, graphs and tables where appropriate to improve style and layout.

The use of VLE could provide opportunities for peer discussion, or to upload relevant documents, and along with web conferencing, could be very useful where delivery takes place in an open/distance mode. VLE/DVD could also be used for formative observation of ESOL delivery.

Open learning

This Unit is suitable for open and blended learning delivery. However, centres must ensure that candidates are given sufficient opportunities for discussion, collaborative working and feedback. Procedures will need to be put in place for candidates to undertake observation(s), to work with their learner and to access suitable resources. Where candidates are undertaking the Group Award, the *Assessment Strategy* should be applied.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

History of changes to Unit

Version	Description of change	Date
02	Word count changed on page 8 from 1000-1500 to 1500-2000	22/11/22

General information for candidates

Unit title: Teaching ESOL Literacies to Adults

What this Unit is about

Teaching ESOL Literacies to Adults is an optional Unit in the PDA in Applied Practitioner Studies in TESOL. However, the Unit can also be taken as a freestanding Unit as professional development for ESOL practitioners. This Unit is relevant to you if you are delivering ESOL and would like to, or already, work with adult ESOL literacies learners.

This Unit is designed to develop knowledge and skills related to adult ESOL literacies, particularly in the Scottish context. It will enable you to work effectively with ESOL literacies learners, developing basic literacies skills in English through a whole person, integrated approach to delivery.

What you will learn

In this Unit you will have opportunities to work with (an) ESOL literacies learner(s) and plan and deliver ESOL literacies learning. You will:

♦   explore the definitions of ESOL literacies, and the implications for ESOL literacies teaching and learning, particularly when working with adults
♦   identify the skills and sub-skills of ESOL literacies
♦   develop skills in assessing ESOL literacies skills and diagnosing ESOL literacies needs
♦   develop teaching and learning strategies and approaches to support ESOL literacies learning
♦   design, select and adapt resources appropriate for use with ESOL literacies learners
♦   learn how to adopt a learner-centred, whole person approach, personalising delivery for adult learners
♦   plan, deliver and evaluate ESOL literacies teaching and learning
♦   reflect on the processes of identifying, assessing and teaching ESOL literacies learners.

How you will be assessed

You will be assessed by means of a portfolio comprising mandatory components as detailed using analytical and practical Instruments of Assessment. Assessment takes the form of:

♦   a completed Learner Profile and Initial Assessment of an ESOL literacies learner
♦   an Individual Learning Plan (ILP) based on the Initial Assessment and Learner Profile
♦   lesson plans with accompanying resource material for two lessons
♦   a reflective account on the ESOL literacies teaching and learning programme

You will deliver at least two lessons to an ESOL literacies learner and you will consider this experience within your reflective account.

On completion of the Unit you will be able to:

1   Analyse and evaluate adult ESOL literacies within a Scottish context.
2   Identify and assess ESOL literacies learners and their learning needs.
3   Apply skills and strategies to support ESOL literacies learning.
4   Plan and deliver ESOL literacies learning.