Unit Title	**ESOL and the learners**
Ofqual unit reference number (code)	L/615/1758
Unit Level	Level 5
GLH	40
Unit Credit Value	15

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand the significance of language change and variety for ESOL learners.	1.1. Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis. 1.2. Analyse ways in which spoken and written language can change over time and vary according to context at: • text and discourse level; • sentence and phrase level; • word level; and • phoneme level. 1.3. Explain ways in which language change and variety can have an impact on ESOL learners' literacy and language development.
2. Understand the relationship between language and social processes.	2.1. Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors. 2.2. Analyse how language is used in the formation, maintenance and transformation of power relations.
3. Understand factors that influence literacy and language acquisition, learning and use.	3.1. Analyse personal, social and cultural factors influencing ESOL learners' language acquisition, learning and use. 3.2. Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning.

4. Understand the use of assessment approaches to meet the needs of ESOL learners.	4.1. Identify the skills, knowledge and understanding that can be assessed in ESOL. 4.2. Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners. 4.3. Analyse the use of assessment tools in literacy and language teaching and learning.
5. Understand how to promote learning and learner support within literacy and language teaching and learning.	5.1. Explain the boundaries between own specialist area and those of other specialists and practitioners. 5.2. Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals.
6. Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes.	6.1. Identify literacy and language skills needed across contexts and subjects. 6.2. Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas.

Equivalences	N/A

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