Unit Title:	**Literacy And ESOL Theories And Frameworks**
Unit Level:	**Level 5**
Unit Credit Value:	**20**
GLH:	**60**
LASER Unit Code:	**WJB432**
Ofqual Unit Code:	**J/505/0790**

This unit has 4 learning outcomes

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		**The learner can:**	
1.	Understand theories and principles relating to language acquisition and learning	1.1	Analyse theories of first and second language acquisition and learning
		1.2	Analyse language teaching approaches associated with theories of first and second language acquisition and learning
2.	Understand theories and principles relating to literacy learning and development	2.1	Analyse theories of literacy learning and development
		2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development
3.	Be able to analyse spoken and written language	3.1	Analyse ways in which language can be described
		3.2	Explain descriptive and prescriptive approaches to language analysis
		3.3	Identify significant differences between the description and conventions of English and other languages
		3.4	Analyse spoken and written language at: • text and discourse level; • sentence and phrase level; • word level; and • phoneme level
		3.5	Analyse the impact of phonological features of spoken English on the communication of ESOL learners
		3.6	Use key discoursal, grammatical, lexical and phonological terms accurately
4.	Understand the processes involved in the development of speaking, listening, reading and writing skills of literacy and ESOL learners	4.1	Analyse the processes involved in speaking and listening for literacy and ESOL learners
		4.2	Analyse the processes involved in reading and writing for literacy and ESOL learners
		4.3	Explain the mutual dependence of speaking, listening, reading and writing in literacy and language teaching and learning
		4.4	Analyse the implications of the processes involved in the development of speaking, listening, reading and writing skills on teaching and learning

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Assessment Guidance:
NA

Additional Information:
NA