QUALIFICATION SPECIFICATION - LRN LEVEL 3 CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ELTAB)

ELTAB

Qualification Accreditation Number: 601/8223/4

Contents

BACKGROUND TO LRN

Learning Resource Network (LRN) is an awarding organisation that offers qualifications to candidates, educational institutes, training providers, schools and employers who can access qualifications through accredited educational institutions.

It was founded by a group of educators and business people and specialises in ESOL and management qualifications.

A full list of LRN qualifications can be found on the register of regulated qualifications.

LRN London head office is supported by a team of representatives around the world.

LRN can be contacted at the following address:

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TEACHING QUALIFICATIONS

This is a qualification for candidates who have very limited or no experience of teaching English language. The course is an intensive programme of study for which you will need to be able to commit to fully. The course includes three units on: language awareness and analysis; planning and managing the teaching and learning process; and the practical application of teaching skills in ELT

INTRODUCTION

This specification provides an overview to the LRN Level 3 Certificate in Teaching English to Speakers of Other Languages (ELTAB) for candidates, centres, administrators, employers, teachers and examiners.

The specification outlines the key features and administrative procedures required for this qualification.

BRANDING

Whilst the submitted title of this qualification is the LRN Level 3 Certificate in Teaching English to Speakers of Other Languages, the brand name of this qualification will be the ELTAB. LRN will ensure it provides accurate and correct information regarding the title of this qualification to centres, candidates and other users of this qualification.

OBJECTIVE

ELTAB is designed for candidates who have very limited or no experience of teaching English language. The qualification is an intensive programme of study which will enable candidates to gain a recognised teaching qualification, with a focus for those wishing to specialise in teaching English to either speakers of other languages or for those who wish to teach English Language.

CANDIDATE CATEGORY

Candidates for the ELTAB may include those:

1. needing to personally develop, or acquire practical skills, for a career in teaching;

2. with very limited or no qualifications or experience in teaching English to adults;

3. who wish to develop their understanding and/or gain a recognised Level 3 qualification in teaching English Language.

ENTRY REQUIREMENTS

Candidates should have:

- a good command of English in all four language skills (i.e. listening, speaking, reading, writing) equivalent to B1 on the CEFR
- a good basic understanding of literacy, numeracy and ICT equivalent to Level 2
- access to at least 3 hours teaching practice in English Language education.

Prior basic teaching experience is not a prerequisite. Centres will put in place their own procedures to carry out an initial assessment in order to decide on a course applicant's suitability for the course.

MODE OF DELIVERY

This qualification has been constructed to be delivered within centres or via distance learning. Centres will need to demonstrate to LRN, through the centre recognition processes, that they have the resources, facilities and competence to deliver through either method. Centres may apply to offer through both means if so desired. However, centres must be able to demonstrate, in line with LRN's criteria, that they have the means, capability, capacity and resources (including suitably qualified centre staff) to deliver by the method chosen by the centre. **Through either method, centres must ensure that practical teaching will be observed and assessed.**

PROGRESSION

ELTAB reflects the wide variation in candidates' origins, levels of education and career aims. Progression opportunities may, therefore, take a variety of paths. Depending on the level of qualification achieved, it may be appropriate for the candidate to progress to:

- Diploma in Teaching English to Speakers of Other Languages at Level 4 (subject to individual Awarding Organisation (AO) requirements)
- A degree level program in a teaching related discipline
- Any other AO qualification at level 4 or above in teaching or other discipline (subject to individual AO requirements)

RECOGNITION OF PRIOR LEARNING

Please refer to LRN's policy on the Recognition of Prior Learning to determine whether previously achieved qualifications meet LRN's policy on possible exemptions.

LANGUAGE OF ASSESSMENT

LRN aims to use English that is plain, clear, free from bias and appropriate to all candidates. LRN will ensure the assessment materials, stimuli and the assessment itself is carried out in English.

QUALIFICATION OVERVIEW

The qualification covers the knowledge and skills required by teachers/trainers who wish to progress their career in English Language Teaching (ELT). There are three mandatory units for this qualification; they are as follows:

Unit	Title	Level	Credit	GLH	Exam format
1	Language Awareness and Analysis in practical support of ELT	3	5	25	Externally set and marked assessment
2	Planning and Managing Teaching and Learning in ELT	3	5	25	Externally set and marked assessment
3	Applied teaching practice in the ELT classroom	3	5	Minimum 3 hours teaching practice Minimum 1 hour (as one session or spread over two sessions) followed by formative assessment Minimum 5 learners (or peers) in session(s) to be formatively assessed	1 teaching observation for summative assessment. 40 minutes Minimum 5 students in observed lesson + Teaching Practice Portfolio

QUALIFICATION FEATURES

1	Language Awareness and Analysis in practical support of ELT

Unit Aim

The purpose of the unit is to equip the learner with the language awareness and analytical skills to provide practical support in ELT. It includes the understanding of basic concepts and associated terminology in relation to phonology, syntax, lexis, discourse, language functions and the four language modes, as well as a basic background to language learning and teaching.

Unit Level	3	Credit Value	5	Unit Reference Number	H/507/9648

GLH	25	Unit Grading Structure		Fail/Pass	

Assessment Guidance	Assessment is by externally set and externally marked assessment.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1. Describe the application of basic concepts and associated terminology in relation to phonology, discourse, syntax, lexis and language functions.	1.1	Describe and use key terms describing and analysing phonological, syntactic, lexical and functional aspects of English at discourse, sentence, word, morpheme and phoneme level.	
	1.2	Analyse the processes enabling receptive and productive language skills to take place and apply them to support planning and managing the teaching and learning process.	
2. Understand the application of basic concepts and associated terminology in relation to the four language skills for use in planning and managing the teaching and learning process.	2.1	Understand and use basic concepts and associated terminology in the application of listening skills for use in planning and managing the teaching and learning process.	
	2.2	Understand and use basic concepts and associated terminology in the application of speaking skills for use in planning and managing the teaching and learning process.	
	2.3	Understand and use basic concepts and associated terminology in the application of reading skills for use in planning and managing the teaching and learning process.	
	2.4	Understand and use basic concepts and associated terminology in the application of writing skills for use in planning and managing the teaching and learning process.	
3. Understand the barriers to, and opportunities for, teaching and learning in ELT.	3.1	Recognise the barriers that learners might encounter in acquiring language skills, and provide practical support to overcome them.	
	3.2	Use different approaches to planning, managing and assessing the teaching and learning of language skills depending on learners' needs, context and communicative purpose.	

2	Planning and Managing Teaching and Learning in ELT

Unit Aim

The purpose of the unit is to provide the learner with knowledge, understanding and skills relating to selecting and using resources as well as managing teaching and learning in ELT. It includes lesson planning and staging, classroom management and practical approaches to facilitating teaching and learning.

Unit Level	3	Credit Value	5	Unit Reference Number	K/507/9649

GLH	25	Unit Grading Structure	Fail/Pass

Assessment Guidance	Assessment is by externally set and externally marked assessment.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1. Be able to select and use appropriate resources in ELT	1.1	Determine the effectiveness of specific resources for use in ELT in meeting the learners' needs and fitting the purpose of the lesson.
	1.2	Employ resources to meet the learners' needs and lesson objectives.
2. Be able to plan a lesson or sequence of lessons	2.1	Identify and formulate aims to meet the learners' needs and the purpose of the lesson or sequence of lessons.
	2.2	Devise a lesson plan taking account of: • lesson aims and objectives; • appropriate staging; • the needs of learners; • appropriate classroom activities; and • a basic degree of assessment and reflection.
3. Be able to manage the classroom and appropriate learning activities	3.1	Use appropriate, where necessary graded, language of instruction and feedback.
	3.2	Use appropriate classroom management techniques, e.g. managing the classroom environment, grouping, pairing, choral and individual drilling, communication gap and transfer exercises, role plays and presentations.
	3.3	Select appropriate activities to promote learning outside the classroom, e.g. homework activities and resources, projects and referral to educational activities and resources.

3	Applied teaching practice in the ELT classroom

Unit Aim

The purpose of the unit is to assess the learner's ability to apply background knowledge and practical approaches to planning, teaching and learning in the ELT classroom. It includes the preparation of a lesson or sequence of lessons, the selection and use of resources, lesson delivery, managing the classroom environment and learner behaviour, and a basic degree of assessment and reflection to feed back into the planning and preparation process.

Unit Level	3	Credit Value	5	Unit Reference Number	D/507/9650

GLH	3	Unit Grading Structure		Fail/Pass

Assessment Guidance	Assessment is by summative assessment of one observed teaching sessions (40 minutes), and an externally moderated portfolio comprising a teaching log, the resources, planning, teaching, assessment and reflective documentation developed and used by the learner over the course of the teaching practice.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1. Plan and prepare a lesson or sequence of lessons	1.1	Plan and prepare a staged lesson plan stating appropriate learning aims and objectives to meet the learners' needs and purpose of the lesson.
	1.2	Plan and prepare appropriate techniques and resources to address the learning aims and objectives stated in the lesson plan, ensuring a communicative focus supporting one or more language skills.
	1.3	Anticipate difficulties learners might encounter, and devise suitable solutions to address them.
	1.4	Plan opportunities for a basic degree of assessment measuring learning, and reflection to feed back into the planning process.
2. Manage the teaching and learning process	2.1	Deliver an appropriately staged and timed lesson addressing appropriate learning aims and objectives.
	2.2	Grade the language of instruction and feedback according to the learners and context, supporting clarity of purpose.
	2.3	Use appropriate techniques and resources to meet the learning aims and objectives stated in the lesson plan, ensuring a communicative focus supporting one or more language skills.
	2.4	Anticipate difficulties learners may encounter and implement suitable solutions to address them, including measures in order to manage learners' behaviour and overcome phonological, syntactic and lexical challenges.
3. Act professionally towards learners and colleagues	3.1	Address, instruct, provide feedback and advise learners respectfully and effectively.
	3.2	Accept and reflect on criticism and feedback.
	3.3	Adhere to relevant parameters given within the professional context like lesson timings, punctuality, and maintenance of classroom order, health and safety.

ASSESSMENT

The assessment consists of

- Units 1 and 2 which are assessed by written assessment externally set and marked by LRN;

- Unit 3 which is assessed by 1 lesson observations and a teaching practice portfolio marked internally, and subsequently moderated externally by LRN.

For Units 1-2, Candidates are required to complete a single **assessment (per unit)** which will be marked by an examiner, appointed by LRN. Each unit has one exam, which lasts 70 minutes and has 70 questions. Each question is worth 1 mark. There are multiple-choice and matching questions. Candidate require 45 marks in order to pass each unit. To ensure a rigorous quality assurance model is applied, each of the marked assessments will be moderated.

For Unit 3, Candidates are required to complete at least 1 hour of teaching practice receiving formative assessment, 40 minutes of observed teaching practice counting towards the summative assessment, and compile a portfolio including a teaching log, the resources, planning, teaching, assessment and reflective documentation developed and used by the learner over the course of the teaching practice. The portfolio must reference the Common European Framework of Reference for Languages (CEFR).

In order to successfully achieve the qualification, candidates must complete, and receive a grade of a pass for

- each written assessment (Units 1-2)

- one summative teaching observation (Unit 3)

- the teaching practice portfolio (Unit 3)

The teaching practice portfolio will be assessed internally against criteria specified by LRN. LRN will externally validate a selection of portfolios. LRN will also subject the portfolios to moderation.

Use of plagiarism software

LRN will subject each assessment submitted by candidates to its plagiarism software. The purpose of this software is to detect commonality in candidate work in terms of detecting where assessments are similar to that of other authors. Candidate will fail the assessment and unit where LRN discovered the assessment is plagiarised. LRN will advise centres and candidates as to the tolerance it will set on the similarity of content across each assessment.

Knowledge, skills and understanding

Candidates should be familiar with the ELT sector or at least have an interest in progressing a career in this sector.

TOTAL QUALIFICATION TIME (TQT)

Guided learning hours (GLH)	**53**	
Self-study (SS)	**35**	
Formative Assessment	3.5 hours across 3 units (4 hours max)	**Total Assessment Time (TAT)** **8 hours**
Summative Assessment	3.5 hours across 3 units (4 hours max)	
Total Qualification Time	**96 Hours (GLH+SS+TAT)**	

Please note the timescales above are indicative and should not be considered representative for the duration each candidate will take to achieve the qualification.

GRADING

Results are reported as pass or fail grades. Candidates need to achieve a pass on each of the three units. A pass must also be achieved in the portfolio which will be assessed internally but will be subject to external moderation.

RESULTS

The timescales in which LRN will issue its results is between 4 to 6 weeks.

SAMPLE ASSESSMENTS

LRN will provide a sample assessment for each unit to its approved centres through its centre's portal.

RECOMMENDED BOOKS

Bragg, M. 2004 The Adventure of English, New York, Sceptre

Bryson, B. 2009 Mother Tongue, London, Penguin Books

Cruse, A. 2004 Meaning in Language: an Introduction to Semantics and Pragmatics, Oxford, Oxford University Press

Crystal D. 2004 Making Sense of Grammar, Longman, Harlow.

Crystal, D. 1996, Discover Grammar, London, Longman Crystal, D. 2009, Txting: the gr8 db8, Oxford, Oxford University Press.

Crystal, D. 2003 The Cambridge Encyclopedia of the English Language Cambridge, Cambridge University Press.

Crystal, D. 2005, How Language Works: How Babies Babble, Words Change Meaning and Languages Live or Die, New York, Penguin.

Crystal, D. 2nd edition 2002, The English Language: A Guided Tour of the Language, London, Penguin Books.

Crystal, D. 2004 Rediscover Grammar, 2nd edition, Longman, Harlow.

Mullany, L. and Stockwell, P. 2010 Introducing English Language: A Resource Book for Students, Abingdon, Routledge.

Thorne, S. 1997, Mastering Advanced English Language, Basingstoke, Palgrave.

Trask,R. L 2004 Language: The Basics. 2nd edition. Abingdon, Routledge.

Truss, L. Paperback edition, 2009, Eats, Shoots and Leaves, London, Fourth Estate.

Yule, G. 2014 The Study of Language, 5th edition, Cambridge, Cambridge University Press.

Useful Websites

BBC English Language Learning
Excellent all round language development. Topical. Changes regularly. Translated pages in 12 languages (including Turkish, Chinese, Arabic, Portuguese)
http://www.bbc.co.uk/worldservice/learningenglish/

Independent Language Learning
Exercises for many different aspects, including presentations
http://elc.polyu.edu.hk/cill/

English File

Accompanies the English File course book series but lots of useful exercises for grammar, pronunciation, writing and vocabulary which can be used independently. Just choose your level.

https://elt.oup.com/student/englishfile/?cc=gb&selLanguage=en

English Language Centre Study Zone

Site divided by levels to practise grammar, vocabulary and reading.

http://web2.uvcs.uvic.ca/elc/studyzone/

Learn English

Grammar, vocabulary, reading and academic writing.

http://www.britishcouncil.org/learnenglish/central.htm

English as a Second Language

Site with a lot going on, but some useful exercises – e.g. self-check dictations and sentence structure exercises under "writing".

http://www.rong-chang.com/

Videos (with subtitles and vocabulary exercises)

Lots of short videos, filtered by "academic", "business", "social" etc. with follow-up exercises

http://www.englishcentral.com/videos#