

Additional Diploma in Teaching English (ESOL)  
In the Lifelong Learning Sector

**DRAFT**

Syllabus and Assessment  
Guidelines  
(QCF)[QAN500/3507/1]  
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## Introduction

The *Additional Diploma in Teaching English (ESOL) in the Lifelong Learning Sector (ADTE(E)LLS)* is a subject specialist qualification for teachers working within this sector. The Diploma is at Level 5 on the Qualifications and Curriculum Authority (QCA) National Qualifications Framework.

## Target candidature

ADTE(E)LLS is for candidates who already hold or who are working towards a recognised generic teaching qualification and who are adding ESOL as an additional teaching subject. Those applying for ADTE(E)LLS courses will normally already be working in a lifelong learning context.

## Entry requirements

- A generic teaching qualification either completed or being taken in parallel. (See also Administration Handbook Section 2.)
- Evidence of appropriate personal language skills and language awareness. CELTA is strongly recommended. (See Administration Handbook )

## Aims and outcomes

The aims are to enable teachers to:

- develop knowledge and understanding of language teaching and learning theory
- develop understanding of the backgrounds, needs and contexts of ESOL learners
- develop understanding of the factors which influence language learning
- acquire an appropriate depth and breadth of subject knowledge
- acquire subject specific pedagogic knowledge and understanding
- extend their teaching skills relevant to include specialist skills for language teaching.

## Course programmes

ADTE(E)LLS course programmes are designed by individual centres using the syllabus units outlined in this document. Course programmes will have a minimum of 120\* contact hours including:

- input
- supervised lesson planning
- feedback on teaching
- consultation and review time.

\*Shorter courses may be offered where applicants enter with a pass in the Cambridge CELTA or other initial Level 4 120 hour ESOL subject qualification with six hours' teaching practice which has been endorsed by SVUK/QCA.

ADTE(E)LLS is internally assessed and externally moderated by an assessor. One piece of work for each candidate is externally marked by Cambridge ESOL. Candidates take an externally marked language knowledge test.

## Results

The *Additional Diploma in English (ESOL) in the Lifelong Learning Sector* is awarded to candidates who have passed the unit assignments and who have achieved a satisfactory standard in teaching practice and submitted a complete assessment portfolio.

**Unit 1 Teachers and Learning: The ESOL Context**

- 1.1 Personal factors affecting language acquisition and development
  - 1.2 Language as a social, cultural and historical phenomenon
  - 1.3 English language, literacy, society and the economy
  - 1.4 Multilingualism and varieties of English
  - 1.5 Comparative analysis
  - 1.6 Language and literacy use
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**Unit 2 Language Learning Theories, Language Analysis and Awareness**

- 2.1 Acquisition, teaching and learning
  - 2.2 Grammar and discourse
  - 2.3 Lexis
  - 2.4 Phonology
  - 2.5 Developing learners' language and language knowledge
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**Unit 3 Understanding and Developing Language Skills**

- 3.1 Reading
    - 3.1.1 Theories of reading, text processing and literacy acquisition relating to the ESOL context
      - 3.1.2 Decoding meaning at word, sentence and text level
  - 3.2 Listening
    - 3.2.1 Theories and principles relating to processing spoken language and understanding utterances and texts
    - 3.2.2 Features of utterances and spoken texts, including phonology
  - 3.3 Speaking
    - 3.3.1 Theories of spoken language acquisition
    - 3.3.2 Features of spoken English
    - 3.3.3 Phonemic systems and language difference
  - 3.4 Writing
    - 3.4.1 Theories of writing, written discourse and literacy acquisition in the ESOL context
    - 3.4.2 Features of written texts
  - 3.5 Key strategies and approaches for developing learners' receptive and productive skills
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**Unit 4 Planning Learning, Assessment and Evaluation**

- 4.1 Key concepts and terminology related to assessment
- 4.2 Implementing learning programmes for individuals and groups of learners
- 4.3 The principles of effective lesson planning for teaching learners of English in the lifelong learning sector
- 4.4 Application of theoretical frameworks in planning
- 4.5 Selection, evaluation and adaptation of materials

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**Unit 5 Managing and Supporting Learning in the ESOL Context**

- 5.1 Classroom management
  - 5.2 Teacher and learner language
  - 5.3 Practical teaching skills
  - 5.4 Application of theories of second language and literacy acquisition
  - 5.5 Evaluation of the teaching/learning process
  - 5.6 Application of specialist knowledge and collaboration
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**Assessment framework**

Candidates' learning is assessed through:

- teaching practice on a continuous basis throughout the course
- assignments
- portfolio evidence

The following table provides a breakdown of the assessment in the Additional Diploma.

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UNITS	ASSESSMENT
1. Teachers and learning: the ESOL context	Planning and teaching Assignment 1
2. Language learning theories, language analysis and awareness	Planning and teaching Assignments 2.1 and 2.2
3. Understanding and developing language skills	Planning and teaching Assignments 3.1 and 3.2
4. Planning learning, assessment and evaluation	Planning and teaching Assignment 4
5. Delivering ESOL learning programmes	Planning and teaching Assignment 5
Units 1-5	Assessment Portfolio

## Unit 1 ESOL learners: backgrounds and contexts

REF	SYLLABUS Area	LEARNING OUTCOMES Successful candidates can	INDICATIVE CONTENT	ASSESSMENT
1.1	Personal factors affecting language acquisition and development	<p>a) profile the learners in terms of their different backgrounds, current context, linguistic and personal needs and goals</p> <p>b) design differentiated lessons, tasks, activities and materials, taking account of individual abilities, goals, learning styles and preferences, and, where appropriate, support needs</p> <p>c) demonstrate sensitivity to individual backgrounds, experiences and culture in the classroom context e.g. through choice of topic/material, groupings, use of language</p>	<p>the range of backgrounds and experiences that learners bring to their classes</p> <p>learning styles and preferences</p> <p>the different motivations and expectations that learners bring to learning English</p> <p>personal factors affecting language acquisition and development</p> <p>potential barriers to participation in learning programmes</p> <p>specific learning difficulties and/or disabilities and how they affect language and literacy acquisition and development</p> <p>implications for planning and for teaching individuals and groups of learners</p>	<p>Assignment 3.2 Developing literacy</p> <p>Assignment 4 Assessment and planning</p> <p>Planning and teaching</p>
1.2	Language as a social, cultural and historical phenomenon	<p>a) describe the processes of language change and emergence of language varieties</p> <p>b) discuss the relationship between language and identity</p>	<p>issues and theories/principles relating to language history, change and identity</p>	<p>Assignment 1 Language research and presentation</p>
1.3	English language, literacy, society and the economy	<p>a) show awareness of the impact of lack of language proficiency on the individual in different contexts e.g. work, family, access to education, social integration</p>	<p>the relationship between English language and literacy proficiency and socio-economic performance and status at an individual, community and national level</p> <p>policies and practices relating to language, literacy, society and the economy</p>	<p>Assignment 3.2 Developing literacy</p>
1.4.	<p>Multilingualism and the role of first languages in additional language acquisition</p> <p>Varieties of English</p>	<p>a) analyse language at word, sentence and discourse level and contrast with other languages</p> <p>b) analyse use of language in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships</p>	<p>theories and principles relating to bilingualism and multilingualism and the role of the first language in additional language acquisition</p> <p>world and regional varieties of English and related issues of power, choice and change</p> <p>issues around choice of language models for teaching and learning</p>	<p>Assignment 1 Language research and presentation</p> <p>Assignment 3.2 Developing literacy</p> <p>Planning and teaching</p>

1.5	<b>Comparative analysis</b>  The practical significance of similarities and differences between languages and varieties of English	a)	compare and contrast English and varieties with learners' languages	significant similarities and differences between their own language and a foreign language and between different varieties of English  relevance of these similarities and differences for the teacher and learner	Assignment 1 Language research and presentation  Assignment 2.1 Analysis of written and spoken discourse  Assignment 2.2 Theoretical frameworks  Planning and teaching
1.6	Language and literacy use	a)	design tasks and create opportunities for relevant language use	personal and societal uses of language and literacy  implications for planning and for teaching beginner literacy learners	Assignment 3 2 Developing literacy

**Unit 2– Language learning theories, awareness and analysis**

<b>REF</b>	<b>SYLLABUS AREA</b>	<b>LEARNING OUTCOMES</b> Successful candidates can	<b>INDICATIVE CONTENT:</b>	<b>ASSESSMENT</b>
2.1	<p><b>Acquisition, teaching and learning theories</b></p> <p>Influential theories of second language acquisition</p> <p>Key theories and models of language learning and teaching</p>	<p>a) explain the main theories and concepts related to SLA</p> <p>b) justify methodological choices in relation to SLA theories and concepts</p>	<p>key theories and concepts related to of second language acquisition and the methodologies, approaches and techniques derived from these theories</p> <p>implications for ESOL classroom methodology</p>	<p>Assignment 2.2 Theories and frameworks</p> <p>Planning and teaching</p>
2.2	<p><b>Grammar and discourse</b></p> <p>Main theories of syntax</p> <p>Clause and phrase structure</p> <p>Grammatical cohesion/ coherence including referencing features</p>	<p>a) analyse form meaning and use of language structures and functions at different levels of complexity</p> <p>b) analyse language for teaching purposes</p> <p>c) identify potential difficulties for learners at different levels</p> <p>d) suggest solutions to help learners with potential difficulties</p>	<p>rules and conventions relating to words, sentences , paragraphs and texts</p> <p>formation of verb phrase and noun phrase in English e.g. tense and aspect, voice, modality including the expression of hypothetical meaning;</p> <p>finite and non- finite forms; the adverbial element; countability</p> <p>basic sentence structure including clause and phrase types</p> <p>the role of syntax in grammar and implications for language and second language learning concept of marked and unmarked forms</p> <p>noun-phrase – pre- and post-modification</p> <p>verb patterns</p> <p>multi-word verbs and additional areas as appropriate</p> <p>principles of discourse analysis including cohesion and textual organization</p>	<p>Assignment 2.1 Analysis of written and spoken discourse</p> <p>Assignment 2.2 Theoretical frameworks</p> <p>Planning and teaching</p>

**Unit 2– Language learning theories, awareness and analysis (continued)**

<b>REF</b>	<b>SYLLABUS AREA</b>	<b>LEARNING OUTCOMES</b> Successful candidates can:	<b>INDICATIVE CONTENT</b>	<b>ASSESSMENT</b>
2.3	<b>Lexis</b>  Semantic theory  Issues from first language	a) demonstrate awareness of lexical meaning  b) analyse lexis for teaching purposes  c) identify difficulties learners might have in understanding and using lexis appropriately  d) demonstrate ability in helping learners to learn , build, store and retrieve lexis	main theories relating to the study of semantics and lexis.  basic principles of word formation and lexical meaning for example: meaning and definition; pronunciation; spelling. affixation and compounding ; synonymy and hyponymy  effect on word choice of factors such as co-text (e.g. collocation) context of situation (style)  genre (e.g. register)  storage and retrieval of lexical items use of schemata the significance of corpora of spoken and written language and additional areas as appropriate  transfer issues when moving between languages. This should include: influence of first language, phonology, lack of equivalents, false cognates and additional areas as appropriate	Assignment 2.1 Analysis of written and spoken discourse  Assignment 2.2 Theoretical frameworks  Planning and teaching
2.4	<b>Phonology</b>  Stress patterns  The role of intonation in discourse	a) analyse phonological features for teaching purposes  b) apply strategies to help learners with intelligibility issues  c) analyse phonological features which facilitate participation in spoken discourse either as a listener or a speaker	the phonology of English, including varieties of English  the role of stress, rhythm and intonation - to include the sounds of English features of connected speech. for example : linking; assimilation and elision; word and sentence stress; intonation patterns and stress patterns stress and meaning the relationship between stress and rhythm the use of intonation to highlight information, to show attitude and in turn-taking and additional areas as appropriate	Assignment 2.1 Analysis of written and spoken discourse  Assignment 2.2 Theoretical frameworks  Planning and teaching
2.5	<b>Developing learners' language and language knowledge</b>  Key strategies and approaches for developing learners' language and knowledge	a) use a wide range of strategies and approaches to develop appropriate learner use of language and knowledge about language	<i>strategies, approaches and techniques to develop learners' language and knowledge</i>	Assignment 2.2 Theoretical frameworks  Planning and teaching

**Unit 3 – Understanding and developing language skills: reading, listening, speaking and writing**

REF	SYLLABUS Area	LEARNING OUTCOMES	INDICATIVE CONTENT	ASSESSMENT
		Successful candidates can		
<b>3.1</b>	<b>Reading</b>			
3.1.1	Theories of reading, text processing and literacy acquisition relating to the ESOL context	a) apply theories and principles relating to reading, text processing and literacy acquisition to their planning and practice	<p>basic concepts and terminology used for describing reading skills and implications for teaching</p> <p>decoding meaning of words, sentences and texts</p> <p>different reading purposes</p> <p>strategies to help learners understand texts</p> <p>theories and principles relating to reading, text-processing and literacy acquisition</p> <p>influence of inference, background knowledge and shared experience on the interpretation and understanding of texts</p> <p>difficulties learners face when accessing text</p> <p>implications of theoretical knowledge and awareness for practical teaching and learning situations</p>	<p>Assignment 3.1 Developing skills</p> <p>Assignment 3.2 Developing literacy</p> <p>Planning and teaching</p>
3.1.2	Decoding meaning at word, sentence and text level	a) can analyse written texts for reading purposes	<p>features which help learners decode meaning of words, sentences and whole texts</p> <p>role of layout and typographical features in text</p> <p>punctuation devices</p> <p>implications for teaching and learning</p>	

**Unit 3 – Understanding and developing language skills: reading, listening, speaking and writing (continued)**

<b>3.2 Listening</b>			
3.2.1	<p>Theories and principles relating to processing spoken language and understanding utterances and listening texts</p> <p>a) apply theories and principles relating to processing spoken language and understanding utterances and listening texts</p>	<p>basic concepts and terminology used for describing listening skills and implications for teaching</p> <p>listening approaches for specific listening purposes</p> <p>linguistic features of spoken texts</p> <p>strategies to help learners improve their listening skills</p> <p>how spoken language is processed</p> <p>use of inference, background knowledge and shared experience on the interpretation of utterances and listening texts</p> <p>difficulties faced by learners when listening,</p>	<p>Assignment 3.1 Developing skills</p> <p>Planning and teaching</p>
3.2.2	<p>Features of utterances and listening texts including phonology</p> <p>a) analyse features of spoken English</p>	<p>features which indicate the purpose of utterances and listening texts and features which convey meaning</p> <p>role of phonology in listening comprehension</p> <p>implications of features of listening texts and phonology for practical teaching</p>	
<b>3 Speaking</b>			
3.3.1	<p>Theories of spoken language acquisition</p> <p>a) apply theories of spoken language acquisition to planning and teaching</p>	<p>basic concepts and terminology used for describe speaking skills and implications for teaching</p> <p>introduction to phonology</p> <p>role of paralinguistic features in communication</p> <p>theories of spoken language acquisition and speech processing</p> <p>application of theoretical knowledge to practical language teaching and learning</p>	<p>Assignment 3.1 Developing skills</p> <p>Planning and teaching</p>

**Unit 3 – Understanding and developing language skills: reading, listening, speaking and writing (continued)**

REF	SYLLABUS CONTENT	LEARNING OUTCOMES	INDICATIVE CONTENT	ASSESSMENT
		Successful candidates can:		
3.3.2	Features of spoken English	<ul style="list-style-type: none"> <li>a) analyse features of spoken English</li> <li>b) compare and contrast features of written and spoken discourse</li> <li>c) apply this knowledge to planning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>features of spoken English</li> <li>difference between features of spoken English and features of written English</li> <li>contexts and levels of formality in spoken discourse</li> <li>application to planning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>Assignment 2.1</li> <li>Analysis of spoken and written discourse</li> <li>Planning and teaching</li> </ul>
3.3.3	Phonemic systems and language difference	<ul style="list-style-type: none"> <li>a) use awareness of differences in phonemic systems in planning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>differences in phonemic systems of languages used by learners</li> <li>application of difference in phonemic systems in planning and teaching</li> </ul>	
<b>3.4 Writing</b>				
3.4.1	Theories of writing, written discourse and literacy acquisition in the ESOL context	<ul style="list-style-type: none"> <li>a) apply theories of writing, written discourse and literacy acquisition in the ESOL context</li> <li>b) use this knowledge in planning and teaching</li> <li>c) apply understanding of beginner literacy teaching and learning issues and approaches to teaching learners with basic literacy needs</li> </ul>	<ul style="list-style-type: none"> <li>basic concepts and terminology used to describe writing skills and implications for teaching</li> <li>the sub-skills of writing strategies to help learners produce written text</li> <li>theories of writing, written discourse, text production and literacy acquisition</li> <li>issues and stages in beginner literacy development</li> <li>application of theoretical knowledge and understanding to practical teaching and learning situations</li> </ul>	<ul style="list-style-type: none"> <li>Assignment 3.1</li> <li>Developing skills</li> <li>Assignment 3.2</li> <li>Developing literacy</li> <li>Planning and teaching</li> </ul>
3.4.2	Features of written texts	<ul style="list-style-type: none"> <li>a) analyse written text to help learners structure own written outputs</li> <li>b) understand and can apply spelling and punctuation rules</li> </ul>	<ul style="list-style-type: none"> <li>features of written text</li> <li>features of English spelling</li> <li>punctuation and meaning in written texts</li> <li>implications for planning and teaching</li> </ul>	

**Unit 3 – Understanding and developing language skills: reading, listening, speaking and writing  
(continued)**

REF	SYLLABUS AREA	LEARNING OUTCOMES	INDICATIVE CONTENT	ASSESSMENT
		Successful candidates can		
3.5 (see also 5.3)	Key strategies and approaches for developing learners' receptive and productive skills and sub-skills	a) use a wide range of appropriate strategies, approaches and techniques to develop learners' receptive and productive skills for specific contexts of learning  b) apply understanding of the interdependence of different skills in their planning and teaching	range of appropriate strategies, approaches and techniques to develop learners' receptive and productive skills for specific contexts of learning including learners with basic literacy needs	Assignment 3.1 Developing skills  Planning and teaching

#### Unit 4 – Planning learning, assessment and evaluation

REF	SYLLABUS CONTENT	LEARNING OUTCOMES Successful candidates can:	INDICATIVE CONTENT	ASSESSMENT
4.1	Key concepts and terminology related to assessment	a) use a range of assessment methods to identify learners' needs and record progress and achievement  b) write appropriate individual learning plans for a group of learners in a specified context	key concepts and terminology related to the assessment of ESOL learners  methods for assessing previous learning experience and identifying current needs including key skills	Assignment 4 Assessment and planning  Planning and teaching
4.2	Implementing learning programmes for individuals and groups of learners	a) use the curriculum to establish current levels of ability, for planning and to map learners' progress and achievement  b) plan a programme of learning for a group of learners in a stated teaching context	planning learning for groups and individuals  learning needs, aspirations and preferred learning styles  Individual Learning Plans use of relevant curricula	

**Unit 4 – Planning learning, assessment and evaluation (continued)**

REF	SYLLABUS CONTENT	LEARNING OUTCOMES	INDICATIVE CONTENT	ASSESSMENT
		Successful candidates can:		
4.3	The principles of effective lesson planning for teaching adult learners of English in the lifelong learning sector	<ul style="list-style-type: none"> <li>a) identify appropriate learning outcomes for the needs of learners at different levels within the same class or in different classes</li> <li>b) plan lessons with appropriate stages to meet identified outcomes</li> <li>c) include differentiation to take account of individual abilities, needs and preferences</li> <li>d) analyse form mean and use (including phonology) of language to be taught</li> <li>e) identify strategies to help learners develop skills and subskills</li> <li>f) select appropriate tasks to help develop skills and subskills</li> <li>g) design lessons which link to previous learning and anticipate future learning as appropriate</li> <li>h) include strategies and techniques for checking learning</li> <li>i) help learners record learning</li> </ul>	<ul style="list-style-type: none"> <li>purpose and principles of lesson planning with reference to the ESOL core curriculum</li> <li>general assessment of learner needs</li> <li>lesson types and lesson planning frameworks</li> <li>designing lessons to meet needs and interests of groups of learners</li> <li>evaluation of lesson planning</li> <li>selection and evaluation of materials</li> <li>scaffolding learning</li> <li>differentiation in lesson planning</li> <li>checking and recording progress and achievement</li> </ul>	<ul style="list-style-type: none"> <li>Planning and teaching</li> </ul>

#### Unit 4 – Planning learning, assessment and evaluation (continued)

REF	SYLLABUS AREA	LEARNING OUTCOMES	INDICATIVE CONTENT	ASSESSMENT
		Successful candidates can:		
4.4	Application of theoretical frameworks in planning	<ul style="list-style-type: none"> <li>a) analyse form mean, phonology and use of language to be taught</li> <li>b) identify strategies to help learners develop skills and subskills</li> <li>c) select appropriate tasks to help learners develop skills and subskills</li> <li>d) identify potential problems and solutions</li> <li>e) select approaches and methods which are appropriate to the aims and content of the lesson</li> </ul>	<p>application of the knowledge and understanding developed while learning about <b>language</b> (grammar, lexis and phonology), <b>skills</b> (reading, listening, speaking and writing) and factors influencing the use of English to planning successful programmes and lessons which meet learners' needs</p> <p>application of key theories of second language and literacy acquisition to effective planning to meet learners' needs</p>	<p>Assignment 2.2 Theoretical Frameworks</p> <p>Planning and teaching</p>
4.5	Selection, evaluation and adaptation of materials	<ul style="list-style-type: none"> <li>a) select a range of appropriate materials to meet learners' needs</li> <li>b) adapt, design materials as appropriate to engage learners in their learning</li> </ul>	<p>selection, adaptation or production of an appropriate range of teaching and learning materials to meet the needs of learners in specific contexts, including those with a hearing or sight impairment and those with learning difficulties and disabilities; (including online materials and both commercially produced and non-published materials)</p> <p>criteria for evaluation of the effectiveness of materials and resources including those used for learning support</p>	<p>Assignment 4 Assessment and Planning</p> <p>Planning and teaching</p>

## Unit 5 – Delivering ESOL learning programmes

REF	SYLLABUS AREA	LEARNING OUTCOMES	INDICATIVE CONTENT	ASSESSMENT
		Successful candidates can:		
5.1	Classroom management	<p>a) establish and maintain a safe and effective learning environment</p> <p>b) identify and redress poor motivation and challenge inappropriate behaviour</p> <p>c) establish and maintain effective working relationships</p>	<p>teacher roles, and boundaries - facilitator, manager counselor, manager, information giver disciplinarian</p> <p>teacher manner, qualities and personal style (e.g. authenticity, empathy etc) the quality of relationship and interaction in the classroom (e.g. respect, rapport, affective issues etc)</p> <p>classroom presence: ability to gain and hold attention, to give clear unambiguous messages, to listen to, interpret and respond to what learners say, to show support, understanding and empathy where appropriate</p> <p>organizing the classroom e.g setting up individual pair and group work</p> <p>management of materials and resources</p> <p>use of technology and equipment</p>	<p>Planning and teaching</p> <p>Lesson evaluations</p>
5.2	Teacher and learner language	<p>a) use appropriate personal English language skills in the classroom context to enhance the effectiveness of their teaching</p> <p>b) communicate effectively with learners</p> <p>c) facilitate communication between learners</p> <p>d) choose appropriate moments and appropriate strategies for correcting learners' oral and written work</p>	<p>analysis of teacher language to enhance the effectiveness of teaching and learning, communicate effectively with learners and facilitate communication between learners</p> <p>use of teacher language to model, elicit, explain, clarify, check concept, give instructions, give feedback</p> <p>classroom interaction</p>	<p>Assignment 2.2 Theoretical frameworks</p>

**Unit 5 – Delivering ESOL learning programmes (continued)**

REF	SYLLABUS CONTENT	LEARNING OUTCOMES	INDICATIVE CONTENT	ASSESSMENT
		Successful candidates can:		
5.3 (see also 2.6 and 3.5)	Practical teaching Skills	Based on a more complete understanding of the theoretical frameworks of <b>language</b> (grammar, lexis and phonology), <b>skills</b> (reading, listening, writing, speaking) and <b>factors influencing the use of English</b> : a) evaluate and use a wide range of appropriate methods, strategies and techniques to develop learners' linguistic knowledge and their receptive and productive skills b) use a range of classroom resources and learning materials to support learning by groups and individuals within the group c) monitor learning d) give feedback on progress and achievement	classroom activities to develop language and skills at arrange of levels  a range of methods, strategies and techniques to develop learners' linguistic knowledge and their receptive and productive skills  use of resources to support learning including ICT resources, specialist resources and resources to support learning in other subject areas  feedback strategies	Planning and teaching
5.4	Application of theories of second language and literacy acquisition	a) apply key theories of literacy and language acquisition and development to enhance teaching  b) evaluate and implement a range of methods and strategies for developing linguistic skills and knowledge	linking theory to classroom practice  critical evaluation of the purpose and effective use of methods and strategies and their impact on learning and achievement	Assignment 2.2 Theoretical frameworks  Planning and teaching

## Unit 5 – Delivering ESOL learning programmes (continued)

REF	SYLLABUS CONTENT	LEARNING OUTCOMES	INDICATIVE CONTENT	ASSESSMENT
		Successful candidates can:		
5.5	Evaluation of the teaching/learning process	<ul style="list-style-type: none"> <li>a) demonstrate an ability to make balanced and constructive self-appraisal of their ESOL teaching</li> <li>b) respond appropriately to feedback from tutors, colleagues and learners</li> <li>c) assess their own strengths and development needs,</li> <li>d) make practical use of that assessment and set goals and targets for future development</li> </ul>	<ul style="list-style-type: none"> <li>giving and receiving feedback</li> <li>participating in feedback</li> <li>responding to feedback</li> <li>application of models of reflective practice to the ESOL context</li> </ul>	Planning and teaching
5.6	<p>Application of specialist knowledge and collaboration with colleagues</p> <p>Working with other professionals in developing inclusive approaches to language and literacy in subject teaching</p>	<ul style="list-style-type: none"> <li>a) demonstrate understanding of the importance of functional skills for achievement in other subject areas</li> <li>b) support colleagues in helping learners achieve in other subject areas</li> <li>c) design appropriate tasks to support functional skills development in other subject areas</li> </ul>	<ul style="list-style-type: none"> <li>policy and practice of functional skills teaching</li> <li>strategies for developing functional skills through content based teaching, vocational programmes, work based learning</li> <li>learning across the curriculum</li> </ul>	<p>Assignment 5</p> <p>Planning and teaching</p>

## **Additional Diploma: Assessment**

### **Assignments**

Units 1–5 are assessed on a unit-by-unit basis through a series of assignments. Language knowledge is assessed in an external test.

### **Teaching**

The knowledge, understanding and skills covered in Units 1–5 are assessed holistically in the teaching placement. A minimum of **four** hours of the teaching practice placement must be assessed and must include assessment of four separate lessons each of a minimum of 30 minutes including two language, one receptive and one productive skills focused lessons.

All materials relating to the teaching placement must be kept in the portfolio of assessed work. This portfolio must be submitted at the end of the course for assessment, together with the assignments and the Candidate Record booklet.

### **Results**

In order to be awarded the *Additional Diploma in English (ESOL) in the Lifelong Learning Sector*, candidates must pass both the unit assignments and the teaching practice and must present a complete portfolio.

## General assessment criteria

**The following criteria apply to all the assignments. Reference should be made to the criteria in feedback on the assignments.**

Successful assignments will show that the candidate can:

- G1 complete the assignment as detailed in the assignment outline
- G2 present information and arguments effectively
- G3 edit their own writing for content and accuracy and for appropriacy and style
- G4 show structure, coherence, clarity and accuracy of written/spoken expression
- G5 show knowledge and understanding of relevant theory and principles contained in the ADTE(E)LLS syllabus
- G6 present materials with a professional appearance
- G7 include acknowledged references to a number of appropriate sources relevant to the theme of the assignment. Each assignment should provide evidence of the candidate having read sufficiently to show their understanding of the main points of accepted current theory/practice and the ability to relate these points to their own classroom practice.
- G8 use terminology accurately

## Assignments

### Unit 1 Assignment 1.1: Language research and presentation

The focus of this assignment is language description and implications for selection of language for teaching/learning purposes. It includes reading and research related to this area. The plan of the presentation and handouts are to be included in assessment portfolio.

#### Assignment

Candidates should agree with their tutor on an aspect of English e.g.

language history language change the development of regional varieties of English the development of global varieties of English world varieties of English regional varieties of English the influence of global varieties of English on British English historical differences in English generational differences in English language used by different social groups	the role of the first language in additional language acquisition the relationship between language and socio-economic performance and status issues relating to bilingualism and multilingualism personal factors affecting language acquisition and development specific learning difficulties and/or disabilities and their effect on affecting language acquisition and development
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Candidates should research the aspect chosen and design and give a 15-minute presentation to the group using ICT to enhance the presentation.

The presentation should include:

- the key features of the language area chosen
- examples of the language selected e.g. a recording, a piece of material
- a stimulus for discussion among the group participants
- an opportunity for discussion and analysis of the presentation content. Discussion time is additional to the 15 minute presentation.

#### Assessment criteria

Successful candidates can:

- a. meet general assessment criteria G1-2 and 4-8 as outlined on page 19
- b. discuss personal, social and cultural factors influencing language acquisition and use in both spoken and written English
- c. identify and analyse changes in the use of written and spoken language at discourse, sentence and word level
- d. analyse the relationship between context and language use
- e. use key grammatical, lexical and phonological terms appropriately in describing language
- f. analyse how language is used at discourse, sentence, phrase and word level in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships
- g. analyse how language is used at discourse, sentence, phrase and word level in the formation, maintenance and transformation of power relations
- h. use ICT effectively to deliver the presentation

## 1.1 Notes to centres

Centres will naturally develop different ways of preparing and managing this assessment task. However, the following pointers may be useful:

- a. The centre should ensure that a range of topics from the list is covered. It is advisable to allow candidates to choose a topic they are interested in, but there should be sufficient coverage so that the group can “engage in discussion” on a number of aspects for the assignment.
- b. Course tutors might like to base input around this topic in the format of a comparative study they have undertaken. This would provide candidates with a model of the breadth of their presentation.
- c. While it is important that each candidate selects his or her own source as a basis for the oral presentation, the tutor may wish to group topics and presenters so that the themes and issues raised have some kind of linkage or coherence.
- d. Depending on the size of the training group, tutors may wish to stagger the presentations over a number of meetings rather than try to assess all candidates at one sitting.
- e. While good reading skills and effective note-taking are important stages in preparing for the presentation, these skills are **not** assessed in this task.
- f. While the assignment does **not** assess presentation skills, it does include reference to the candidates’ ability to use ICT to enhance the presentation. This has been included as a use of ICT in the classroom is assessed as part of the full integrated DTEELLS programme. For those on integrated DTE(E)LLS programmes, the centre could provide specific input relating to this prior to the presentation sessions.
- g. Tutors may like to consider encouraging participants to share their presentations in a shared space in a website area.
- h. To preserve the validity of the assessment task, the presentations should be followed by a brief group discussion so that other candidates can engage in discussion on the full range of topics. Tutors may choose to allow the discussion to continue as appropriate.
- i. Course tutors should ensure that candidates are not allowed to overrun the maximum allowable time of fifteen minutes.

## Unit 2 Assignment 2.1: Analysis of written and spoken discourse

The focus of this assignment is on the teacher's own ability to analyse written and spoken language.  
Length: 1,500-2,000 words.

### Assignment outline

Candidates should:

- choose a written or a spoken text. The text should be of sufficient length to allow a comprehensive analysis and should be authentic (e.g. newspaper, radio broadcast, novel etc). The candidate will need to provide a written transcript of the spoken text
- analyse the text separately under the following headings:
  - i. genre – features of the text which suggest it belongs to a particular genre
  - ii. spoken/written language – features of the text which identify it as spoken or written language
  - iii. cohesion – the grammatical and lexical (and in the case of the spoken text, phonological) features which give cohesion to the text
  - iv. register – grammatical, lexical (and in the case of the spoken text, phonological) features which determine the register of the text

### Assessment criteria

Successful candidates can:

- a. meet the general assessment criteria outlined on page 19
- b. show ability to recognise different genres and the features which distinguish them
- c. show awareness of key differences between written and spoken discourse
- d. identify the features which determine the register of written and spoken text

## 2.1 Notes to centres

- a. Tutors should ensure that a range of spoken and written texts are selected to allow for discussion and comparison of written and spoken discourse in input.
- b. Emphasise that candidates should choose a text that allows for a *linguistic* analysis. Literary analysis of the written text is not required.
- c. The assignment does **not** ask the candidate to choose a text that is appropriate for use in the classroom. However, candidates may wish to choose the same text for the Skills Assignment 3.1.
- d. Make the purpose of the assignment clear – it is for candidates to demonstrate their own awareness of and sensitivity to linguistic features of written/spoken discourse. It is not intended that the text selected should be used for teaching.
- e. Choice of text is essential. Spoken text should be a sample of spontaneous spoken English – not scripted speech. Extracts from radio dramas or the Archers are not appropriate, nor are recordings of learners taking EFL oral exams. Suitable texts are radio and television interviews or conversations of friends/family covertly recorded (but of course afterwards authorised by the participants). Spoken corpora may be useful sources of records of spoken data.
- f. The texts should not be over-long. It should be of sufficient length to make a series of relevant points. Line references should be given on the texts, and used to explain points within the essay. It may be helpful also to enlarge a printed text (e.g. a newspaper article) for ease of reading. The source of the text should be given, and the text included in the appendices.
- g. Centres are advised to check the text candidates have selected before they begin the assignment.
- h. Candidates who are analysing a spoken text should be specific about phonology. Reference to phonology should be made in a least one section of the assignment (in section on cohesion and or register). Two or three pertinent points may be sufficient e.g. use of contrastive stress, use of intonation to query a point made. A reference to the text is helpful with, ideally, pitch marking shown on the transcript.

### Example

#### Intonation

Pitch level is used to signal turn-taking and topic signalling: the interviewer uses a high pitch at the beginning of each sentence, the interviewer drops his pitch to signal he is ready for a new question.

- i. Discussion of cohesion should include discourse and grammatical as well as lexical features.

### Example extract

Cohesion is further achieved by anaphoric references to words or phrases in the text which are then repeated and used to amplify an old topic or introduce a new one:

'I just wanted to go back on something you talked about....' (line 26)

'Talking about being macho .....

- i. Features should not simply be described but also, where relevant, explained. Points should be illustrated adequately in the body of the assignment but this does not mean that every single instance has to be cited. One or two examples of each feature is usually sufficient.

### Example extracts

#### Bad example

Hedgers and fillers are frequently used. E.g. "you know" (lines 7,8,19,27,40,45,48,50,55,76,80,87,93)

#### Good example

Hesitations such as um and er, repetitions and discourse markers provide '*thinking*' time:

'...**er you know** the plains culture where they, **sort of you know**, they're international and all that (line 36)

- k. Use of italics and bold can be helpful in highlighting quotes and indicating which part of the quote illustrates the point being made (see good example above).
- l. Comparative comments should be made in the analysis of the spoken or written text so that distinguishing features are highlighted.

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## UNIT 2 ASSIGNMENT 2

### Theoretical frameworks

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The focus of this assignment is on application of theoretical frameworks of grammar, lexis and phonology to the classroom.

Length: 1500-2000 words plus lesson plan

#### Assignment outline

Candidates should:

- select an area of language and analyse meaning, form, phonology, use and common difficulties across a range of levels, including contrastive analysis with one other language.
- in relation to a specified group of learners at an identified level, select and justify a main learning outcome which relates to this area of language.
- select an appropriate approach or strategy
- give a rationale for the choice of approach or strategy based on theories of language acquisition.
- plan the lesson; include differentiated tasks, materials, activities or procedures as appropriate
- teach the lesson.
- evaluate the effectiveness of the lesson.

#### Assessment criteria

##### Successful candidates can:

- a. meet the general assessment criteria outlined on page 19
- b. correctly analyse the meaning, form and phonological features and use of an appropriately selected language area
- c. compare the selected area with one other language
- d. justify selection of a learning outcome which relates to this area of language
- e. explain the choice of approach/teaching and learning strategies, including strategies to support learners with special requirements
- f. discuss and evaluate the theories, approaches and strategies in relation to language and literacy acquisition and learning theory.

\*The lesson taught as part of this assignment may be observed for assessment purposes

## NOTES TO CENTRES

- a. Candidates are required to show evidence that they can analyse language in a more global way before selecting one aspect to focus on with a class. Centres should advise candidates on their choice of language area to ensure it gives adequate coverage of the assessment criteria. The focus of the assignment is on structural rather than lexical areas.

### **Possible examples of areas which could set by the centre:**

Present progressive – candidates look at the full range of uses of this structure (future plans, present states etc) and discuss potential difficulties for students at a range of levels (spelling of “-ing” form, progressive aspect etc). They might then choose to teach the use of the present progressive to describe future plans only.

Stative/ dynamic verbs – candidates look at the range of issues around the use of stative and dynamic verbs and discuss potential difficulties for students at a range of levels. They could then choose to teach the verb “to be” in the present tense for physical descriptions.

Modals for ability – candidates look at the full range of modal verbs and equivalent structures to express ability including the issues of tense, connotation etc. They could then choose to teach only “can” in the present tense to describe skills for the workplace.

Making requests – candidates look at the full range of functional exponents for making requests (could, might, would you mind if, etc) and consider the potential difficulties for students at a range of levels (intonation, register etc). They could then choose to teach three of the exponents for making simple requests in an everyday situation.

- b. Centres are likely to ask for language analysis of specific areas for their teaching practice in a given language analysis sheet. Centres should consider making this language analysis sheet fit the requirements of the assignment to give candidates a potential starting point for this assignment.
- c. Candidates may use the lesson they have planned as one of their observed and assessed lessons for teaching practice. However, the marking of the assignment and the grading of the lesson should be separate. Therefore it is possible for the candidate to fail the lesson and pass the assignment and vice versa.
- d. The approach chosen by the candidate to teach the lesson does **not** have to be one they have never used before. However, they should provide an adequate justification of why they have chosen this approach.

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## UNIT 3 ASSIGNMENT 1

### Developing skills

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The focus of this assignment is on developing receptive and productive skills and subskills

Length: 1,000 words but plus lesson plan(s)

#### Assignment outline

Candidates should:

- select **two** pieces of authentic material (one written, one spoken) and describe how each could be used for chosen groups of language learners for skills development, identifying the sub-skills of reading, speaking, listening or writing relating to the processes involved. (At least one text which could be used at ESOL Curriculum level 1 or level 2 should be included.
- for each text, plan a one -hour lesson aimed at developing receptive skills (i.e. either reading or listening).
- teach the lessons\*.
- evaluate the lessons
- for each lesson devise a follow up activity related to the text with the aim of developing speaking or writing skills (NB All four skills must be covered in the assignment as a whole)

#### Assessment criteria

Successful candidates can:

- a. meet the general assessment criteria outlined on page 19
- b. analyse the processes involved in listening , speaking, reading and writing
- c. plan lessons and design tasks and follow up activities to develop the identified skills/sub-skills
- d. discuss the inter-relationship and mutual dependence between different skills
- e. evaluate the effectiveness of the lesson in relation to skills development

\*One of the lessons taught as part of this assignment may be observed for assessment purposes\*

## NOTES TO CENTRES

- a. Centres may wish to advise candidates on the choice of texts for this assignment and, specifically, ensure that the choice is of authentic material i.e. not material produced for language teaching purposes.
- b. Candidates may wish to choose one of the texts for this assignment as for the assignment on analysing spoken/written discourse). Centres will need to advise candidates on the different focus of these two assignments.
- c. Although one of the texts must be suitable for Level 1 or 2 learners, the other text can be used with any level. Centres should advise candidates so that they are able to describe sub-skills in sufficient detail when considering how they would use the text in the classroom.
- d. In the first part of the assignment the focus will be on receptive skills and the lessons taught will be based on these skills.
- e. Candidates may use one of the lessons they have planned as one of their observed and assessed lessons for teaching practice. However, the marking of the assignment and the grading of the lesson should be separate. Therefore it is possible for the candidate to fail the lesson and pass the assignment and vice versa.
- f. The follow up activities do not need to be part of the taught lesson, but candidates may include them in the lesson if this is appropriate.

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## UNIT 3 ASSIGNMENT 2

### Developing literacy

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This assignment focuses on principles and practice relating to basic literacy development for ESOL students.

Length: 1,500–2,000 words

#### Assignment outline

Candidates should:

- identify a language learner with basic literacy needs
- profile the learner in terms of their background and language strengths and needs, particularly those relating to literacy development
- describe the personal, societal and linguistic contexts and factors influencing this learner's acquisition of literacy in their first language, other languages and English
- design two or three lessons for this learner and deliver the lessons
- evaluate, with the learner's participation, the effectiveness of the lessons and outline proposals for further teaching
- make some reference to current theories, principles and practices relating to literacy acquisition and development
- identify areas for their own professional development and areas for development within the organisation.

#### Assessment criteria

*Successful candidates can:*

- a. meet the general assessment criteria outlined on page 19
- b. identify the literacy needs of a specific learner with reference to relevant personal, social and cultural factors
- c. design materials and activities to develop literacy based on theories of literacy learning and development and taking special requirements into account as appropriate
- d. evaluate the effectiveness of the lessons and identifying action points for their own professional development
- e. make some reference to theory relating to beginner literacy acquisition and its application in current custom and practice with adult ESOL learners

## Notes to Centres

- a. Make the purpose of the assignment clear. This assignment is intended to develop awareness and a degree of competence in the field of teaching *basic* literacy.
- b. The learner chosen should be one who has basic literacy needs at Entry 2 or below. A learner who has typical reading and writing skills development needs is not an appropriate choice.
- c. Samples of the learner's written English should be included so that it is clear where the candidate has drawn his/her evidence from.
- d. Lesson plans and materials should be attached to the assignments (although a description of the lesson is also useful). Copies of materials will suffice as originals will not be returned.
- e. Candidates are advised to check the suitability of the materials they intend to use. (E.g. with a more experienced literacy teacher.) Texts which are alien to the learner's life experience are often unsuitable.
- f. Candidates should avoid adopting too narrow a focus e.g. concentrating on letter formation only.
- g. It is acknowledged that some teachers will be relatively new to literacy teaching, while others already have substantial experience. Teachers should make the extent of their experience clear. Where a teacher is relatively new to literacy teaching, particular attention needs to be given to an honest evaluation of the teaching and identification of appropriate professional development.
- h. There should be clear focus on an individual learner. The learner can be taught one to one, or where a class teacher has a student with literacy needs which are different to and more basic than the rest of the group, it is possible for them to teach a differentiated lesson as long as there is a full description of that learner's response to the specialist materials and approaches.
- i. Reference to theory need not be extensive. Evidence of implicit understanding of the issues and awareness of current accepted good practice will be accepted as reference to theory as well as or in place of reading.

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## UNIT 4 ASSIGNMENT

### Assessment and planning

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The focus of this assignment is the use of assessment to identify learners' needs, show learners' progress and record achievement.

Length 750 -1000 words for rationale and evaluation (+ assessment material, ILPs and group profile)

#### Assignment Outline

##### Candidates should

- carry out a diagnostic assessment with a group of learners the candidate will be teaching (for at least ten weeks). The assessment could be one at their institution or one of the published ESOL tests available. They can also design their own. The assessment should include the four language skills as well as looking at the language areas of grammar, lexis and phonology.
- explain how the diagnostic assessment will be used to plan class and individual learning goals
- negotiate and record individual learning goals with learners, explain methods used to do this
- use the data gathered to produce a group profile showing the learners' linguistic strengths and weaknesses
- plan a scheme of work, using information from colleagues as appropriate
- plan/design, use and justify use of appropriate formative assessment during the teaching period that show learners' progress.
- plan/design, use and justify use of appropriate summative assessment at the end of the teaching period to record learners' achievement.
- keep records of progress/assessment results as required
- evaluate with reference to theories of learning the effectiveness of the assessments undertaken and the methods used to record them

Candidates should submit this assignment as part of their Year 1 teaching portfolio. The completed assignment should contain the rationale and evaluation (750-1000 words); the group profile of the learners, 5 ILPs and marked assessments (diagnostic, formative and summative) for five learners.

#### Assessment criteria

##### Successful candidates can:

- a. explain the role and purpose of tasks/procedures used for initial assessment
- b. use and explain use of results of initial assessment to plan, negotiate and record ILPs with learners and to devise a scheme of work
- c. describe and explain how ILPs have been recorded with /for different learners
- d. plan/design, and use formative assessment appropriately to monitor and record learners' progress
- e. plan and design and use summative assessment appropriately to record learners' achievement
- f. justify selection and use of chosen assessment methods and tools
- g. critically discuss the implications of equality and diversity issues in assessment for teachers and learners
- h. evaluate with reference to theory the uses of assessment for the learner, the teacher and the institution
- i. evaluate the use of assessment records including ILPs, for the learner, the teacher and the institution
- j. use input and feedback from colleagues to determine learners' needs and provide feedback to colleagues as appropriate
- k. note and act upon any changes that need to be made to improve the design and effectiveness of informal assessment procedures, methods and instruments using feedback from learners and relevant others

## Notes to Centres

- a. This assignment is intended to reflect work that candidates would carry out as part of their role as an ESOL teacher. Centres should try to set this assignment at a time that allows candidates to use their normal work tasks to complete the assignment task.
- b. The group profile can be completed as a grid but should contain sufficient linguistic information to show the candidate has understood the outcome of the diagnostic assessment.
- c. Candidates should highlight equality and diversity issues
- d. It is to be expected that not all learners who take the diagnostic assessment will be available for the other assessments. Therefore, only evidence for five learners is required. If candidates are unable to provide the full range of assessments for five candidates, they should include the learners for whom they have the fullest assessment material.
- e. Candidates will need to be reminded to link the information gathered with the scheme of work in order to be able to justify choices made.
- f. Where learners take external examinations as their summative assessment, candidates should carry out an alternative assessment, for example, a mock exam, with the group.
- g. Candidates should submit this assignment at the end of the course with their teaching practice portfolio. Centres may wish to look at the ongoing progress of this assignment during the course.

## **UNIT 5 ASSIGNMENT**

### **Supporting ESOL and Literacy learning across the curriculum**

The focus of this assignment is on embedding ESOL and/or Literacy in other subject learning

#### **Length 1000-1500 words**

Candidates should work with a colleague(s) teaching a vocational area or another subject area or obtain materials that are used for a different vocational or subject area.

#### **Assignment outline:**

Candidates should:

- consider some teaching material that the colleague will use / that could be used in the different subject area
- describe the linguistic challenges of this material for learners whose first language is not English.
- write an explanation for the subject teacher (real or imagined) indicating how the material could be best used to embed language and/or literacy development giving a rationale.
- include three tasks that could be used in the subject lesson to support language development.

#### **Assessment criteria**

##### **Successful candidates can:**

- a) design tasks that develop inclusive approaches to language and literacy in non specialist delivery
- b) provide a rationale for these tasks based on specialist knowledge of ESOL teaching and learning
- c) collaborate with non specialist colleagues to implement inclusive approaches.

## Unit 5 Assignment

### Notes to Centres

- a. Ideally this assignment should be carried out working in collaboration with a colleague who is teaching a different subject. However, it is recognised that this may not be possible for some candidates. Therefore the assignment can be done with the candidate writing for a “notional” colleague.
- b. Centres should encourage candidates to work with colleagues in curriculum areas that do have groups of second language learners to make the task as realistic as possible.
- c. The amount of material is not prescribed. One longer piece or up to three shorter pieces of material may be selected – normally from the same subject area.
- d. The material does not have to be text based, but centres should be able to access the material in order to mark the assignment.
- e. The description of the linguistic challenges should not be written for the subject teacher, but provide the basis for the explanation and task to follow.
- f. The explanation for the subject teacher can be written in an informal style speaking directly to the teacher. It should show the candidate’s specialist knowledge, but should provide a clear explanation for a non specialist. Candidates may wish to include a lesson plan as part of their description, but not instead of it.

## **Units 1-5**

### **Teaching practice**

#### **Class profile**

The focus of this assignment is on identifying the factors which need to be considered when planning courses and lessons.

During the ADTE(E)LLS programme candidates will need to produce two profiles at different stages. The profiles will need to be referred in the lesson plan rationales and in some of the assignments as indicated.

Length: as appropriate to the number in the class

#### **Assignment outline**

Candidates should produce a summary of the class which:

- includes details of backgrounds and needs of the class using data from assessments, interviews, ILPs, and information provided by colleagues and the organisation
- identifies any aspects of the composition of the class which might affect the classroom dynamics and how they might deal with these e.g. ageism, racism, religious antagonism
- serves as a reference document for planning and teaching by self and colleagues as appropriate

#### **Assessment criteria**

Successful candidates can:

- a. outline the needs, goals and aspirations of individuals in the class
- b. explain ways to challenge discriminatory behaviours where they occur in the learning environment
- c. summarise their learners' linguistic needs and other skills needs including numeracy and IT skills
- d. identify factors which may help or hinder learning including learning difficulties and disabilities
- e. discuss, with reference to relevant theories of learning, the impact of these factors on learner achievement
- f. liaise with colleagues as appropriate

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## **Teaching practice criteria**

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TP criteria are used to assess a candidate's teaching throughout the course.

By the end of the ADTE(E)LLS candidates will need to have demonstrated competence in all of the criteria across a range of lesson types and should be preparing lessons independently.

Successful candidates can:

### **1.. Produce a lesson rationale which with reference to the class profile:**

#### **Criteria R 1-4**

1. justifies the selected teaching and learning strategies with reference to relevant learning and language acquisition theories
2. justifies the design/selection of resources to be used in the lesson
3. explains how the plan (e.g. strategies, resources etc) will be used and differentiated as appropriate, to engage all the learners
4. explains the role and purpose of any informal or formal assessment activities

### **and a lesson plan for a profiled class which**

#### **Criteria P 1-12**

1. has clearly expressed learning outcomes derived from the learning programme and mapped to specialist curricula as appropriate
2. relates to learner needs including special needs, abilities and learning styles as identified in the class profile
3. includes culturally appropriate materials and resources, taking account of learners' background, interests needs and level
4. includes accurate analysis of appropriately selected language for teaching purposes, using correct terminology relating to grammar, lexis, phonology and use
5. identifies potential problems and proposes solutions
6. includes selected approaches, methods and activities which are appropriate to the aims and content of the lesson
7. outlines appropriate stages to meet identified outcomes
8. includes differentiated tasks and materials, as appropriate, to take account of individual abilities, needs and preferences
9. includes procedures for monitoring/checking learning
10. serves as a procedural guide for the lesson and a record of it
11. includes developmental aims for the teacher
12. adheres to organisational and statutory requirements

## 2. Teach effectively by:

### Criteria T 1-17

- 1). creating a positive, safe and purposeful learning environment which is inclusive of all learners
- 2) ensuring their own practice promotes equality of opportunity and addresses the needs of all learners
- 3) managing the learning process to achieve stated learning outcomes, while making appropriate modifications in response to the learners' needs
- 4) using a range of appropriate approaches, strategies, procedures and techniques to develop learners' language awareness and use
- 5) using a range of appropriate approaches, strategies, procedures and techniques to develop learners' receptive and productive skills
- 6) using materials and resources and equipment effectively to support meaningful learning
- 7) using own language to:
  - a) communicate effectively with speakers of other languages adjusting own use of English as appropriate
  - b) provide appropriate models and examples of language use to assist the language development of the learners
  - c) progress the lesson
  - d) ask checking questions to confirm understanding
  - e) give instructions
  - f) elicit
  - g) explain
  - h) provide feedback to learners (e.g. through correction, reformulation, praise)
- 8) setting tasks and activities – whole class, group and individual learning
- 10) providing variety
- 11) including an appropriate balance of teacher and learner activity by e.g. giving input and eliciting as appropriate, developing learner contributions, encouraging interaction between learners
- 12) presenting language in contexts which are relevant and interesting to learners
- 13) providing meaningful controlled and freer practice
- 14) creating opportunities for authentic language use
- 15) monitoring and assessing learning and providing feedback
- 16) reviewing the learning process with learners
- 17) assessing the learners' achievement in relation to lesson objectives and the overall learning programme

**3 Reflect on and develop their teaching by:**

**Criteria E 1-6**

1. evaluating the effectiveness of the plan and the lesson, including resources used, in achieving the stated lesson objectives
2. reviewing the rationale and explaining what, if any changes, they would make if teaching this lesson again
3. critically evaluating their own teaching, communication skills and teaching related activities based on self-evaluations and reflections and feedback on their teaching from peers and tutors and from their learners
4. making relevant links to reading and research and implications for practice
5. using feedback to inform and plan future teaching and learning
6. keeping records of their reflections and action plans

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## **Teaching placement portfolio**

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Candidates must maintain and submit a teaching portfolio related to 75 hours\* of classroom teaching at two different levels of the ESOL curriculum.

\* 69 for those who have CELTA

This portfolio should contain in clearly separated sections:

The candidate record booklet

4 hours of assessed lesson plans with rationales and materials (3 hours for candidates with CELTA)

Tutor feedback on assessed lessons

10 additional lesson plans and materials commented on by the tutor

Evaluations of lessons and reflections on teaching

**Assignment.1** Plan and handouts for language presentation and tutor feedback

**Marked Assignment 2.1.** Analysis of written/spoken discourse

**Marked Assignment 2.2** Theoretical frameworks and tutor feedback

**Marked Assignment 3.1** Developing skills

**Marked Assignments 3.2** Developing literacy

**Marked Assignment 4**

Class profile, ILPs

Course programme

Marked assessments –diagnostic, formative and summative

Rationale and evaluation

**Marked Assignment 5** Supporting ESOL and literacy learning across the curriculum

The assessment portfolio should be presented at the end of the course.

N.B 14 lesson plans must be placed in the portfolio. Evidence of the remaining 61 lessons must be kept in an separate placement portfolio and should be available for verification purposes. This evidence can take the form of outline plans or the normal lesson plan/record used in the teacher's workplace.