

**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 *Diploma in Teaching English (ESOL) in the Lifelong Learning Sector (DTE(E)LLS)* is a teaching qualification for teachers working within this sector and is a requirement for qualified status in the sector. The Diploma is at Level 5 on the Qualifications and Curriculum Authority (QCA) Qualifications and Credit Framework.

## Target candidature

DTE(E)LLS is for candidates who are in or working towards a full teaching role in the lifelong learning sector and who wish to specialise in teaching ESOL.

## Entry requirements

CELTA (see Structure of the course below)

a standard of education which would allow access into Higher Education

personal language, language awareness and communication skills at level 3\*

evidence of potential to work towards the requirements of the minimum core

Refer to the document in the link below for details of skills required at entry for Skills for Life Teachers (ESOL section).

[http://www.lifelonglearninguk.org/svuk/documents/svukdocs/new\\_entry\\_guidance.pdf](http://www.lifelonglearninguk.org/svuk/documents/svukdocs/new_entry_guidance.pdf)

## Aims and outcomes

The aims of the DTE(E)LLS programme are to enable teachers to:

understand and work within the values of the sector

develop knowledge and understanding of teaching and learning theory with specific reference to language teaching and learning theory

develop understanding of the backgrounds, needs and contexts of ESOL learners

acquire an appropriate depth and breadth of subject knowledge

acquire generic and subject specific pedagogic knowledge and understanding

develop their teaching skills and ability to perform wider roles.

## Course programmes

DTE(E)LLS course programmes are designed by individual centres using the syllabus units outlined in this document. Course programmes will have a minimum of 360 contact hours and 840 directed/self-directed learning hours and include:

- CELTA (120 hours guided and 120 directed/self-directed learning hours)
- a further 240 guided learning hours plus 720 hours of self-directed learning to include:
  - input
  - supervised lesson planning and assignment support
  - feedback on teaching
  - tutorials

**Structure of the course**

Year 1 180 hours

- 100 hours from CELTA
- 80 additional hours

**Year 2 180 hours**

- 20 hours from CELTA
- 160 additional hours

**Summary of assessment**

Candidates' learning is assessed through: teaching practice on a continuous basis throughout the course and unit assessments

**CELTA Assessments**

2.1	Focus on the learner	Written assignment
2.2	Language related tasks	Written assignment
2.3	Language skills related tasks	Written assignment
2.4	Lessons from the classroom	Written assignment
Year One DTE(E)LLS Assessments		
1.1	Language research and presentation	Presentation, plan and design of handouts
1.2	Developing numeracy skills	Practical written assignment involving review of numeracy needs/materials, lesson design and teaching or observation
4	Assessment and planning	Profile of learners, ILPs, samples of assessment, rationale and evaluation
	Teaching practice – 4 hours (including 2 hours CELTA)	See teaching practice criteria
Year 2 DTE(E) LLS Assessments		
2.1	Analysis of written and spoken discourse	Written assignment
2.2	Theoretical frameworks	Practical written assignment linked to teaching
3.1	Developing & integrating skills	Practical written assignment linked to teaching
3.2	Developing literacy	Written assignment including developing materials and activities to support literacy
5.1	Course planning for inclusive learning	Course planning assignment
5.2	Supporting ESOL and literacy learning across the curriculum	Practical written assignment including design of tasks for embedded ESOL in subject teaching
6	Class profiles	Description of class, background, needs etc
7.1	Lessons from the classroom (2)	Personal profile and learning plan; record of CPD activity; identification of development area
7.2	Evaluation and observation and reflections on own and others' practice	Analysing and comparison of different ways in which reflective practice has been engaged in during the course
8.1	Policy and practice in the lifelong learning sector	Collaborative research into policy and practice Review of application of a specific policy in own context
8.2	Quality assurance	Course evaluation and review of data; peer or self assessment using an observation instrument
	Teaching practice (4 hours)	See teaching practice criteria

19/03/2008

*DTE(E)LLS* is internally assessed and externally moderated by an assessor. One assignment for each candidate is externally marked by Cambridge ESOL. Candidates are required to take an externally marked language knowledge test in Year 2.

### **Results**

The *Diploma in English (ESOL) in the Lifelong Learning Sector* is awarded to candidates who have:

- met the criteria for passing the assessments
- achieved a satisfactory standard in teaching practice
- submitted a complete assessment portfolio.

# Syllabus Overview

## Diploma (English (ESOL) in the Lifelong Learning Sector – Syllabus Overview

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### UNIT 1 ESOL and the learner : Backgrounds and contexts

- 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
  - 1.7 Different factors affecting the acquisition and the development of numeracy skills
  - 1.8 The importance of numeracy in enabling users to participate in, and gain access to society and the modern economy
  - 1.9 Different factors affecting the acquisition and development of ICT skills
  - 1.10 The importance of ICT in enabling users to participate in public life, society and the modern economy
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### UNIT 2 Understanding language and language learning

- 2.1 Acquisition, teaching and learning
  - 2.2 Grammar
  - 2.3 Discourse
  - 2.4 Lexis
  - 2.5 Phonology
  - 2.6 Error analysis
  - 2.7 Developing language needed to access ICT
  - 2.8 Developing learners' language and language knowledge and functional skills
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### UNIT 3 Understanding, developing and integrating 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
  - 3.1.3 Numeracy awareness

- 3.2 Listening
    - 3.2.1 Theories and principles relating to processing spoken language and understanding utterances and spoken texts
    - 3.2.2 Features of listening texts
    - 3.2.3 Numeracy awareness
  - 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
    - 3.3.4 Numeracy awareness
  - 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
    - 3.4.3 Numeracy awareness
  - 3.5 Integrating skills
  - 3.6 Strategies for facilitating communication involving numerical concepts
  - 3.7 Developing learners' receptive and productive skills and sub-skills
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#### **UNIT 4 Assessment and planning for learning**

- 4.1 Theories of learning and communication
  - 4.2 Key theories, principles and terminology related to assessment
  - 4.3 Key principles and terminology related to numeracy assessment
  - 4.4 Planning a scheme of work
  - 4.5 The principles of effective lesson planning for teaching adult learners of English
  - 4.6 Application of theoretical frameworks in planning
  - 4.7 Selection, evaluation and adaptation of resources and materials
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#### **UNIT 5 Curriculum development for inclusive practice**

- 5.1 Theories, models and approaches to curriculum design
  - 5.2 The principles and practice of effective and inclusive course planning for teaching adult learners of English
  - 5.3 Application of theoretical frameworks to course planning
  - 5.4 Selection, evaluation and adaptation of materials for courses
  - 5.5 Use of specialist knowledge to collaborate with other professionals in developing inclusive approaches to language and literacy
  - 5.6 Language support on mainstream programmes
  - 5.7 The evaluation of course planning and delivery
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### **UNIT 6 Teaching: preparation, practice and evaluation**

- 6.1 Classroom management
  - 6.2 Teacher and learner language
  - 6.3 Practical teaching skills
  - 6.4 Developing learners' numeracy skills within the context of ESOL teaching
  - 6.5 Application of theories of second language and literacy acquisition
  - 6.6 Evaluation of the teaching/learning process
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### **UNIT 7 Continuing personal and professional development**

- 7.1 The role of the teacher in the lifelong learning sector
  - 7.2 Reflective practice
  - 7.3 Continuing professional development and its impact on practice
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### **UNIT 8 Wider professional practice**

- 8.1 Professional values and responsibilities
- 8.2 Key issues in relation to professional conduct and accountability in the lifelong learning sector
- 8.3 Evaluation, quality assurance and quality improvement
- 8.4 Evaluation and improvement of own wider professional practice

## Unit Descriptions

### Unit 1 - ESOL and the learner: backgrounds and contexts

REF	SYLLABUS Area	LEARNING OUTCOMES	INDICATIVE CONTENT	ASSESSMENT
<b>Successful candidates can</b>				
1.1	<b>Personal factors affecting language acquisition and development</b>	<p>profile the learners in terms of their different backgrounds, current context, linguistic and personal needs and goals</p> <p>design differentiated lessons, tasks, activities and materials, taking account of individual needs, abilities, goals, learning styles and preferences, and, where appropriate, support needs</p> <p>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>personal, social and cultural factors including: attitudes in the wider society, age, motivation, gender, ethnicity and socio-economic status</p> <p>previous education and learning experiences; current needs and expectations</p> <p>learner styles and preferences</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>Class profile and lesson rationale</p> <p>Assignment 3.2 Developing literacy</p> <p>Assignment 4: Assessment and planning</p> <p>Planning and teaching</p>
1.2	<b>Language as a social, cultural and historical phenomenon</b>	<p>describe the processes of language change and emergence of language varieties</p> <p>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	<b>English language, literacy, society and the economy</b>	<p>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>Assignment 3.2 Developing literacy</p>

1.4	<b>Multilingualism and varieties of English</b>	<p>analyse language at word, sentence and discourse level and contrast with other languages</p> <p>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 1.1 Language research and presentation</p> <p>Assignment 3.2 Developing literacy</p> <p>Planning and teaching pages</p>
1.5	<b>Comparative analysis</b>	compare and contrast English and varieties of English with learner' languages	significant differences between learners' languages and English and varieties of English	Assignment 3.2 Developing literacy
1.6	<b>Language and literacy use</b>	design tasks and create opportunities for relevant language use	<p>personal and societal uses of language and literacy</p> <p>implications for planning and for teaching beginner literacy learners</p>	Assignment 3.2 Developing literacy
1.7	<b>Different factors affecting the acquisition and development of numeracy skills</b>	<p>identify factors affecting learners' ability to acquire numeracy skills</p> <p>design lessons, tasks, activities and materials, taking account of individual numeracy needs</p>	<p>personal, social and cultural factors including: attitudes in the wider society, age, motivation, gender, ethnicity, socio-economic status and disability or learning difficulty</p> <p>potential barriers that hinder acquisition of numeracy skills: personal barriers, institutional barriers and teaching and learning factors</p> <p>the main learning difficulties and disabilities relating to numeracy skills learning and development</p>	Assignment 1.2 Developing numeracy
1.8	<b>The importance of numeracy in enabling users to participate in, and gain access to society and the modern economy</b>	understand the importance of supporting learners' numeracy skills	<p>impact of limited numeracy skills on the learner and their family</p> <p>the relationships between numeracy skills and obtaining and retaining employment</p> <p>the increasing numeracy demands of technology and the service economy</p>	Assignment 1.2 Developing numeracy

1.9	<b>Different factors affecting the acquisition and development of ICT skills</b>	<p>identify factors affecting learners' ability to acquire IT skills</p> <p>design lessons, tasks, activities and materials, to develop learners' ICT skills</p>	<p>the range of learners' technological and educational backgrounds</p> <p>personal, social and cultural factors including: attitudes in the wider society, age, motivation, gender, ethnicity, socio-economic status and disability or learning difficulty</p> <p>potential barriers that hinder ICT skills: personal barriers, institutional barriers and teaching and learning factors</p> <p>the main learning difficulties and disabilities relating to ICT learning and skill development</p>	Planning and teaching
1.10	<b>The importance of ICT in enabling users to participate in, public life, society and the modern economy</b>	<p>understand the importance of supporting learners' ICT skills</p>	<p>impact of limited ICT skills on the learner and their family</p> <p>the impact of limited ICT skills on access to public services, civil rights and community life</p> <p>the impact of limited ICT skills on earnings</p> <p>the impact of limited ICT skills on obtaining and retaining employment</p> <p>the increasing ICT skills demands of work processes and the service economy</p>	Planning and teaching

## Unit 2 – Understanding language and language learning (includes LA from CELTA)

REF	SYLLABUS Area	LEARNING OUTCOMES	INDICATIVE CONTENT	ASSESSMENT
		<b>Successful candidates can</b>		
2.1	<b>Acquisition, teaching and learning theories</b>	<p>explain the main theories and concepts related to SLA</p> <p>justify methodological choices in relation to SLA theories and concepts</p>	<p>key theories and concepts related to 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 Theoretical frameworks</p> <p>Lesson plan rationales</p> <p>Planning and teaching</p>
2.2	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li><b>the relationship of language to context</b></li> <li><b>language analysis – parts of speech and their function in context; form and use of structural patterns</b></li> </ul>	<p>analyse and interpret a range of rules and conventions governing grammatical and syntactical patterns and their use, and distinguish the role of context in determining meaning</p> <p>identify and use a range of grammatical terms</p> <p>identify and explain the linguistic problems experienced by learners when learning specific grammatical and syntactical patterns, in relation to both form and meaning</p> <p>suggest solutions to address learners' linguistic problems</p>	<p>terminology for analysing the form and meaning of language</p> <p>word classes and the functional role of word(s) in a sentence e.g. 'adverbials' can be made up of preposition + noun phrase</p> <p>morphology: common morphemes and their function; affixation and word building</p> <p>grammatical roles performed by words in a sentence e.g. subject, object</p> <p>the significance of context in determining meaning</p> <p>the form, meaning and appropriacy of the areas listed below</p> <p>The Noun Phrase</p> <p>different types of nouns</p> <p>determiners</p> <p>adjectives</p> <p>analysis of the noun phrase, including complex noun phrases</p> <p>nominalisation: form and function</p>	<p>External Test</p> <p>Assignment 2.2 Theoretical frameworks</p> <p>Planning and teaching</p>

2.2	The Verb Phrase
cont...	verb types verb patterns finite and non-finite forms complementation (copula verbs) different 'moods' declarative, negative, interrogative and imperative modality and semi-modals: form and function time: talking about the past, present, future using relevant tenses e.g. narrative tenses aspect: perfect and progressive aspects in present, past and future forms hypotheticality, conditional and wish structures, and other less common structures such as 'if only' adverbials/adjuncts the passive and other ways of placing emphasis such as cleft sentences reported speech and reporting verbs simple and complex sentences

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2.3	<b>Discourse</b>	identify and analyse coherence, cohesion and the distinctive discourse features of a range of common spoken and written texts, and recognise their role in conveying the meaning of texts	the nature of discourse
	coherence		coherence
	cohesion		cohesion
	register		register
	distinctive features of common written and spoken genres	describe and interpret the importance of context in determining pragmatic meaning	general distinctions between written and spoken English

2.3 cont	the differences between pragmatic and semantic meaning  functions	identify and analyse the linguistic problems experienced by learners when learning to operate at discourse level	distinctive features of common written and spoken genres:  differences between pragmatic and semantic meaning: the significance of context in determining meaning
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suggest solutions to address learners' linguistic problems	different ways of expressing a range of written and spoken functions using grammatical and lexical means, as well as the significance of phonology and context in determining coherence and pragmatic meaning
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**See also Skills unit\***

2.4	<b>Lexis</b>  different types of meaning  sense relations  word formation  lexical phrases  register	identify and explain types of meaning, semantic relationships between words, patterns of word formation and spelling, lexical phrases, registers in lexis, and the role of context in contributing to lexical meaning  identify and analyse the linguistic problems experienced by learners when learning specific lexical features  identify ways to help learners learn, build, store and retrieve lexis	types of meaning e.g. denotation, connotation,  sense relationships e.g. synonyms, antonyms  word formation  lexical phrases  register  memory and cognitive processing  storage and retrieval of lexical items	Assignment 2.1 Analysis of written and spoken discourse  Assignment.2.2 Theoretical frameworks  Planning and teaching
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2.5	<b>Phonology</b>  segmental features  supra segmental features	identify a range of phonological features of speech at both segmental and suprasegmental level, using appropriate terminology, and explain their role in conveying meaning  describe the interplay between phonology and context and its role in successful communication  identify and explain the linguistic problems experienced by learners with regard to specific phonological features, on both a receptive and productive level	general terminology relating to phonology  the role of phonology in conveying meaning  the importance of phonology in discourse  segmentals  phonemes: the different phonemes of English and their points and manner of articulation  word stress  major differences between RP and other standard	External test  Assignment 2.2 Theoretical frameworks  Planning and teaching
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			varieties of English	
2.5 cont		identify strategies to help learners with intelligibility issues	the role of segmentals in conveying meaning e.g. full vs weak forms, contrastive word stress  suprasegmentals  sentence stress  connected speech  intonation  the role of suprasegmentals in conveying meaning	
2.6	<b>Error analysis</b>	recognise and know how to respond to language errors  identify and explain potential sources of errors	theories of interlanguage  error analysis  understanding of appropriate correction	Samples of marked homework in the portfolio
2.7	<b>Developing language needed to access ICT</b>	support learners' ICT needs in ESOL learning and embedded ESOL	awareness of language, lexis and register used in electronic communication e.g. e-mails, text messages  awareness of teaching methodology that helps learners to overcome barriers to using ICT	
2.8	<b>Developing learners' language and language knowledge and functional skills</b>	use a wide range of strategies and approaches to develop appropriate learner use of language and knowledge about language	strategies, approaches and techniques to develop learners' language and knowledge about language	Assignment 2.2 Theoretical frameworks  Planning and teaching

See also Unit 6

### Unit 3 – Understanding, developing and integrating skills (See also unit 2.3 for features of discourse>)

REF	SYLLABUS Area	LEARNING OUTCOMES	INDICATIVE CONTENT	ASSESSMENT
<b>Successful candidates can</b>				
3.1	<b>Reading</b>			
3.1.1.	<b>Theories of reading, text processing and literacy acquisition relating to the ESOL context</b>	apply theories and principles relating to reading, text processing and literacy acquisition to their planning and practice	<p>key concepts and terminology used for describing reading skills and implications for teaching</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>issues and stages in beginner literacy development</p> <p>implications of theoretical knowledge and awareness for practical teaching and learning situations</p> <p>strategies to help learners understand texts</p>	<p>Assignment 3.1 Developing skills</p> <p>Assignment 3.2 Developing literacy</p> <p>Planning and teaching</p>
3.1.2	<b>Decoding meaning at word, sentence and text level</b>	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>	

3.1.3	<b>Numeracy Awareness</b>	<p>identify features of written texts which create difficulty for learners with poor numeracy skills</p> <p>support learner's numeracy needs</p>	numerical features of written texts	Assignment 1.2 Developing numeracy
3.2	<b>Listening</b>			
3.2.1	<b>Theories and principles relating to processing spoken language and understanding utterances and listening texts</b>	<p>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>how spoken language is processed</p> <p>difficulties faced by learners' when listening</p> <p>use of inference, background knowledge and shared experience on the interpretation of utterances and listening texts</p> <p>strategies for improving listening skills</p>	<p>Assignment 3.1 Developing skills</p> <p>Planning and teaching</p>
3.2.2	<b>Features of listening texts</b>	<p>analyse features of spoken English</p>	<p>features of listening texts, (scripted and non scripted, formal and informal)</p> <p>role of phonology in listening comprehension</p> <p>implications of features of listening texts and phonology for practical teaching</p>	
3.2.3	<b>Numeracy Awareness</b>	<p>understanding the barriers to learning created by poor numeracy</p> <p>support learners' numeracy needs</p>	<p>numeracy content and skills relevant to specific contexts e.g. interpreting data, understanding timetables, understanding payslips, dealing with bills, understanding diagrams and instructions</p> <p>implications for planning and teaching</p>	Assignment 1.2 Developing numeracy

<b>3.3 Speaking</b>				
3.3.1	<b>Theories of spoken language acquisition</b>	apply theories of spoken language acquisition to planning and teaching	<p>basic concepts and terminology used to describe speaking skills and implications for teaching</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>see also phonology; listening</p>	<p>Assignment 3.1 Developing skills</p> <p>Planning and teaching</p>
3.3.2	<b>Features of spoken English</b>	<p>analyse features of spoken English</p> <p>compare and contrast features of written and spoken discourse</p> <p>apply this knowledge to planning and teaching</p>	<p>features of spoken English</p> <p>difference between features of spoken English and features of written English</p> <p>contexts and levels of formality in spoken discourse</p> <p>application to planning and teaching</p> <p>see also discourse</p>	<p>Assignment 2.1 Analysis of spoken and written discourse</p> <p>Planning and teaching</p>
3.3.3	<b>Phonemic systems and language difference</b>	use awareness of differences in phonemic systems in planning and teaching	<p>differences in phonemic systems of languages used by learners</p> <p>application of difference in phonemic systems in planning and teaching</p>	Planning and teaching
3.3.4	<b>Numeracy Awareness</b>	<p>understand the barriers to learning created by poor numeracy</p> <p>support learners' numeracy needs</p>	<p>learner difficulty with numerical concepts and information in speaking</p> <p>implications for planning and teaching</p>	

<b>3.4</b>	<b>Writing</b>			
3.4.1	<b>Theories of writing, written discourse and literacy acquisition in the ESOL context</b>	<p>apply theories of writing, written discourse and literacy acquisition in the ESOL context</p> <p>use this knowledge in planning and teaching</p> <p>apply understanding of beginner literacy teaching and learning issues and approaches to teaching learners with basic literacy needs</p>	<p>basic concepts and terminology used to describe writing skills and implications for teaching</p> <p>the sub-skills of writing</p> <p>theories of writing, written discourse, text production and literacy acquisition</p> <p>issues and stages in beginner literacy development</p> <p>application of theoretical knowledge and understanding to practical teaching and learning situations</p> <p>strategies for helping learners develop writing skills</p>	<p>Assignment 3.1 Developing skills</p> <p>Assignment 3.2 Developing literacy</p> <p>Planning and teaching</p>
3.4.2	<b>Features of written texts</b>	<p>analyse written texts to help learners structure own written outputs</p> <p>understand and apply spelling and punctuation rules</p>	<p>features of written text</p> <p>features of English spelling</p> <p>punctuation and meaning in written texts</p> <p>implications for planning and teaching</p>	<p>Assignment 2.1 Analysis of spoken and written discourse</p>
3.4.3	<b>Numeracy awareness</b>	<p>understand the barriers to learning created by poor numeracy</p> <p>support learners' numeracy needs</p>	<p>numeracy content and skills relevant to specific contexts e.g. interpreting data, understanding timetables, understanding payslips, dealing with bills, understanding diagrams and instructions</p> <p>learner difficulty with numerical concepts and information in writing</p> <p>implications for planning and teaching</p>	<p>Assignment 1.2 Developing numeracy skills</p>

3.5	<b>Integrating skills</b>	<p>understand the interdependence of different skills in language learning</p> <p>understand the multi-modal nature of new media</p> <p>assist learners to use new media for reading and writing</p> <p>apply this understanding to planning and teaching</p>	<p>productive and receptive skills: similarities and differences</p> <p>skills acquisition and development</p> <p>multi-modal media e.g. computers, mobile phones, digital cameras, digital TV</p> <p>skills and acquisition and development in using multi-modal media e.g. using the internet for research, writing emails, writing and reading text messages, understanding instructions</p>	Planning and teaching
3.6	<b>Strategies for facilitating communication involving numerical concepts</b>	support learners' numeracy needs in reading, writing, listening and speaking	strategies, approaches and techniques to develop learners' ability to deal with numerical concepts, terminology and data in spoken and written communication	<p>Assignment 1.2 Developing numeracy</p> <p>Planning and teaching</p>
3.7	<b>Developing learners' receptive and productive skills and sub-skills</b>	use a wide range of appropriate strategies, approaches and techniques to develop learners' receptive and productive skills for specific contexts of learning	<p>range of appropriate strategies, approaches and techniques to develop learners' receptive and productive skills for specific contexts of learning</p> <p>developing basic literacy skills</p>	<p>Assignment 3.1 Developing skills</p> <p>Planning and teaching</p>

## Unit 4 – Assessment and planning for learning

REF	SYLLABUS Area	LEARNING OUTCOMES	INDICATIVE CONTENT	ASSESSMENT
		Successful candidates can		
4.1	<b>Theories of learning and communication</b>	demonstrate awareness of a range of general learning theories and apply to practical teaching	behaviourism; cognitivism, constructivism;  learning styles and preferences	Rationale for lesson plans  Evaluations
4.2	<b>Key theories, principles and terminology related to assessment</b>	use an appropriate range of assessment methods to identify learners' needs  write appropriate individual learning plans for a group of learners in a specified context  select or design appropriate assessment materials to assess learners at various stages of the assessment cycle	key theories, principles and terminology related to the assessment of ESOL learners  individual factors which could influence choice of / effectiveness of assessment e.g. previous educational experience, special requirements, spikey profiles  methods for assessing previous learning experience and identifying current needs  use and critical evaluation of initial (diagnostic) formative and summative assessments  institutional requirements for recording assessments	Assignment 4 Assessment and planning  Planning and teaching
4.3	<b>Key principles and terminology related to numeracy assessment</b>	understand and interpret information from initial and diagnostic numeracy assessment  decide when to seek advice from a specialist  make best use of specialist support	methods for assessing previous learning experience and identifying current numeracy needs	
4.4	<b>Planning a scheme of work</b>	use the curriculum to establish current levels of ability, for planning and to map learners' progress and achievement  plan a scheme of work for a group of learners in a stated teaching context  use initial assessment data to include aspects of numeracy and ICT in schemes of work	planning learning for groups and individuals  learning needs, aspirations and preferred learning styles  Individual Learning Plans  use of relevant curricula	

4.5	<b>The principles of effective lesson planning for teaching adult learners of English</b>	<p>identify appropriate learning outcomes for the needs of learners at different levels within the same class or in different classes</p> <p>plan lessons with appropriate stages to meet identified outcomes including differentiation to take account of individual abilities, needs and preferences</p> <p>analyse form, meaning and use (including phonology) of language to be taught</p> <p>identify strategies to help learners develop skills and sub skills including numeracy and ICT</p> <p>select appropriate tasks to help develop skills and sub skills including numeracy and ICT</p> <p>design lessons which link to previous learning and anticipate future learning as appropriate</p> <p>include strategies and techniques for checking learning</p> <p>help learners record learning</p>	<p>purpose and principles of lesson planning with reference to the ESOL core curriculum</p> <p>lesson types and lesson planning frameworks</p> <p>coherent lesson planning (stages, procedures, links between lessons)</p> <p>scaffolding learning</p> <p>differentiation in lesson planning</p> <p>evaluation of lesson planning</p> <p>checking and recording progress and achievement; review of ILPs as appropriate</p>	Planning and teaching
4.6	<b>Application of theoretical frameworks in planning</b>	<p>analyse form, meaning, phonology and use of language to be taught</p> <p>identify strategies to help learners develop skills and sub skills</p> <p>select appropriate tasks to help learners develop skills and sub skills</p> <p>identify potential problems and solutions</p> <p>select approaches and methods which are appropriate to the aims and content of the lesson</p>	<p>application of the knowledge and understanding developed while learning about <b>language</b> (grammar, lexis, phonology and discourse), <b>skills</b> (reading, listening, speaking and writing) and <b>factors influencing the use of English</b> to planning successful 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>	Assignment 2.2 Theoretical frameworks  Planning and teaching

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4.7	<b>Selection, evaluation and adaptation of resources and materials</b>	<p>select a range of appropriate materials to meet learners' needs</p> <p>adapt/design lesson materials as appropriate to engage learners in their learning</p>	<p>selection, adaptation or production of an appropriate range of teaching and learning materials to meet the needs of learners in specific contexts, including ICT and numeracy and learning support materials</p> <p>awareness of the resources, specialist equipment, teaching strategies which could help learners overcome their numeracy difficulties and develop their ICT skills</p> <p>criteria for evaluation of the effectiveness of materials and resources including ICT and numeracy and those used for learning support</p>	<p>Assignment 4 Assessment and planning</p> <p>Planning and teaching</p>
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## Unit 5 – Curriculum development for inclusive practice

REF	SYLLABUS Area	LEARNING OUTCOMES	INDICATIVE CONTENT	ASSESSMENT
<b>Successful candidates can</b>				
5.1	<b>Theories, models and approaches to curriculum design</b>	<p>evaluate approaches to syllabus design including their theoretical base in relation to the broader curriculum and the lifelong learning contexts</p> <p>understand the influence of major theories of second language acquisition on the design of major types of syllabus in ELT and their influence on course provision</p> <p>apply criteria for judging the suitability of different types of syllabus for specific groups of learners</p> <p>describe the influence of syllabus design on English language teaching methodology</p> <p>maintain links with other curriculum areas and organisations to facilitate learner achievement of personal goals</p>	<p>major syllabus types e.g. grammatical, functional, skills based, topic based, task based, process-based</p> <p>vocational programmes</p> <p>subject syllabuses</p> <p>methods of assessing suitable syllabus types in different educational/training contexts</p> <p>effects of syllabus design on choice of methodology</p>	<p>Planning and teaching</p>
5.2	<b>The principles and practice of effective and inclusive course planning for teaching adult learners of English</b>	<p>demonstrate an understanding of the purpose and principles of course planning</p> <p>understand the concept of inclusive learning</p> <p>understand how course programmes can be designed to be inclusive of all the learners</p> <p>apply understanding of the principles of course planning (theories, principles and models of inclusive curriculum) to the design of programmes of learning and schemes of work</p> <p>explain the rationale behind course planning decisions</p>	<p>factors which influence course design, exit goals for learners, national institutional requirements, constraints</p> <p>approaches to course design</p> <p>the use, adaptation and supplementation of the curriculum offer</p> <p>design principles e.g. need for balance, variety</p> <p>inclusively and equal opportunity and impact on course planning decisions</p> <p>working with learners with special requirements</p>	<p>Assignment 4 Assessment and planning</p> <p>Planning and teaching</p>

5.3	<b>Application of theoretical frameworks to course planning</b>	<p>apply the knowledge and understanding developed while learning about <b>language</b> (grammar, discourse, lexis and phonology), <b>skills</b> (reading, listening, speaking and writing) and <b>factors influencing the use of English</b> to plan successful lessons and learning programmes which meet learners' needs</p> <p>apply key theories of second language and literacy acquisition to plan programmes which effectively meet learners' needs</p>	<p>rationale for ordering of course content, sequencing of language / skills etc.</p> <p>impact of course programme design on teaching and learning approach</p>	
5.4	<b>Selection, evaluation and adaptation of materials for courses</b>	<p>select, adapt or produce an appropriate range of teaching and learning materials for specific programmes of learning which meet the needs of learners</p> <p>know about the range of resources available to facilitate inclusive practice e.g. 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>evaluate the effectiveness of materials and resources including those used for learning support</p> <p>update materials and equipment as necessary</p>	<p>criteria for materials selection</p> <p>range of published materials for ESOL</p> <p>ways of adapting material</p> <p>materials design</p> <p>authentic materials</p> <p>e-learning materials</p> <p>assistive technology</p>	
5.5	<b>Use of specialist knowledge to collaborate with other professionals in developing inclusive approaches to language and literacy</b>	<p>demonstrate understanding of the importance of functional skills for achievement in other subject areas</p> <p>demonstrate some understanding of how to analyse the language requirements of mainstream/vocational programmes in terms of language systems and skills</p> <p>demonstrate their familiarity with the characteristics of different models of language support</p>	<p>policy and practice of functional skills teaching</p> <p>support roles of ESOL teachers</p> <p>strategies for developing functional skills through content based teaching, vocational programmes, work based learning</p> <p>supporting learning across the curriculum</p> <p>models of language support</p>	<p>Assignment 5.2 Supporting ESOL and literacy learning across the curriculum</p> <p>Planning and teaching</p>

5.5 cont	support colleagues in helping learners achieve in other subject areas  design appropriate tasks to support functional skills development in other subject areas	working with teachers of other subjects/skills	Assignment 5.2 Supporting ESOL and literacy learning across the curriculum
5.7	<b>The evaluation of course planning and delivery</b>	create opportunities for discussion and conduct regular reviews with learners  conduct a course evaluation involving the learners in the process  take account of this evaluation in future planning  contribute to the design, development and validation of learning programmes, liaising with colleagues from own and other curricular and external learning providers where appropriate	use of a range of formal and informal methods of evaluation  using and interpreting data  implementing change to own (and team's) practice as a result of evaluations

## Unit 6 – Teaching preparation, practice and evaluation

REF	SYLLABUS Area	LEARNING OUTCOMES	INDICATIVE CONTENT	ASSESSMENT
<b>Successful candidates can</b>				
6.1	<b>Classroom management</b>	<p>establish and maintain a safe and effective learning environment</p> <p>identify and redress poor motivation and challenge inappropriate behaviour</p> <p>establish and maintain effective working relationships</p> <p>use a range of classroom resources, equipment and learning materials to support learning by groups and individuals within the group</p>	<p>teacher roles, and boundaries – facilitator, manager, counsellor, information giver, disciplinarian, establishing ground rules for behaviour</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, affective issues, establishing rapport and learning atmosphere)</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>managing resources and materials</p> <p>organising the classroom (pair work, group work etc)</p> <p>use of ICT</p> <p>using technology and equipment</p>	<p>Planning and teaching</p> <p>Lesson evaluations</p>
6.2	<b>Teacher and learner language</b>	<p>use appropriate personal English language skills in the classroom context to enhance the effectiveness of their teaching</p> <p>communicate effectively with learners</p> <p>facilitate communication between learners</p> <p>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>balance of teacher talking and learning talking time</p> <p>quality of classroom interaction</p>	<p>Assignment 2.2 Theoretical frameworks</p>

6.3 (see also 2.6 and 3.5)	<b>Practical teaching skills</b>	use a wide range of appropriate methods, strategies and techniques to develop learners' linguistic knowledge and their receptive and productive skills	a range of methods, strategies and techniques to develop learners' linguistic knowledge and their receptive and productive skills at a range of levels  use of resources and materials to support learning including ICT resources, specialist resources and resources to support learning in other subject areas	Planning and teaching
6.4	<b>Developing learners' numeracy skills within the context of ESOL teaching</b>	use teaching methodology that supports learners with number-associated difficulties  monitor learning  give feedback on progress and achievement	teaching methodology that support learners with number of associated difficulties  materials to support numeracy in subject teaching  monitoring and feedback strategies	Assignment 1.2 Developing numeracy
6.5	<b>Application of theories of second language and literacy acquisition</b>	apply key theories of literacy and language acquisition and development to enhance teaching  select and use a range of appropriate 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 impact on learning and achievement	Assignment 2.2 Theoretical frameworks  Planning and teaching
6.6	<b>Evaluation of the teaching/learning process</b>	demonstrate an ability to make balanced and constructive self-appraisal of their ESOL teaching  respond appropriately to feedback from tutors, colleagues and learners  assess their own strengths and development needs  make practical use of that assessment and set goals and targets for future development	application of models of reflective practice to the ESOL context  giving and receiving feedback  participating in feedback  responding to feedback	Planning and teaching

## Unit 7 – Continuing personal and professional development

REF	SYLLABUS Area	LEARNING OUTCOMES	INDICATIVE CONTENT	ASSESSMENT
<b>Successful candidates can</b>				
7.1	<b>The role of the teacher in the lifelong learning sector</b>	<p>understand the different roles in different contexts in the lifelong learning sector</p> <p>evaluate their own role and responsibilities as an ESOL teacher and as a part of a team</p> <p>analyse the impact of their own beliefs, assumptions and behaviour on learners and others</p> <p>analyse the impact of their own professional, interpersonal and personal skills, including literacy, numeracy and ICT skills on learners and others</p>	<p>roles of classroom teachers, managers, support workers, classroom assistants etc. in the different contexts of the sector</p> <p>the extent and limits of their role and their responsibility to a team</p> <p>knowledge of referral systems for learners within the organisation and externally</p> <p>own beliefs and assumptions about teaching and learning and their impact on practice</p> <p>aspects of the minimum core</p>	<p>Assignment 7.1 Lessons from the classroom</p> <p>TP rationales and evaluation</p> <p>Portfolio: Notes on observations of experienced teachers</p>
7.2	<b>Reflective practice</b>	<p>understand a range of models of reflective practice</p> <p>select models to apply to own practice</p>	<p>theories and principles of reflective practice</p> <p>the advantages and disadvantages of different models in different contexts and for different purposes</p> <p>ways of recording reflective judgements and the effect of this on practice</p>	
7.3	<b>Continuing Professional Development and its impact on practice</b>	<p>identify own professional development needs based on reflection and evaluation of practice</p> <p>identify a range of opportunities for engaging in CPD</p> <p>understand the statutory requirements for CPD</p>	<p>use of personal learning plans to identify development needs</p> <p>use of evaluations and reflective judgements of own practice to inform personal learning plan</p> <p>the range of opportunities for CPD including those specific to ESOL</p> <p>the use of professional support materials e.g. journals, web based information</p> <p>the range of methods of recording CPD including statutory registration with the Institute for Learning</p>	

## Unit 8 – Wider professional practice

REF	SYLLABUS Area	LEARNING OUTCOMES	INDICATIVE CONTENT	ASSESSMENT
<b>Successful candidates can</b>				
8.1	<b>Professional values and responsibilities</b>	<p>work in a way which recognises the needs and professional values of the institution and the lifelong learning sector and reconciles potential conflicts between them</p> <p>build equality of opportunity and respect for diversity into teaching and learning practice</p>	<p>institutional codes of practice including health and safety procedures, equal opportunities policies, record keeping, time keeping requirements</p> <p>professional values including: extent and limit of role, confidentiality, accountability, support for colleagues in different roles, communication with colleagues and the wider community, managing conflict</p> <p>ways in which learning promotes the emotional, intellectual, social and economic well-being of individuals and the population as a whole</p> <p>managing diversity in the classroom including conflict resolution</p> <p>the recognition of learners' needs and aspirations and the experience they bring to learning and what motivates them</p>	<p>Assignment 8.1 Policy and practice in the lifelong learning sector</p> <p>Assignment 3.2 Developing literacy (needs, aspirations, motivation, personal development)</p> <p>teaching practice (class profile, lesson plan, differentiation strategies)</p> <p>portfolio to include a formal course review with appropriate data</p> <p>TP self-evaluations</p>
8.2	<b>Key issues in relation to professional conduct and accountability in the lifelong learning sector</b>	<p>demonstrate an understanding of the historical context of the lifelong learning sector and the current place of ESOL within it</p> <p>demonstrate a knowledge of local and national policies which impact on the lifelong learning sector</p> <p>demonstrate an understanding of likely developments in the sector and their probable impact on teacher's own practice and responsibilities</p>	<p>the different elements that make up the lifelong learning sector and their history</p> <p>historical development of ESOL within the lifelong learning sector</p> <p>recent policies and initiatives in the lifelong learning sector</p> <p>recent policies and initiative with specific reference to ESOL</p> <p>the implications of current and future developments on ESOL provision</p> <p>implications of current and future developments on own practice and responsibilities</p>	<p>Assignment 8.1 Policy and practice in the lifelong learning sector</p>

8.3	<b>Evaluation, quality assurance and quality improvement</b>	<p>understand a range of approaches to evaluation</p> <p>understand the relationship between evaluation and assessment</p> <p>select approaches to evaluate own programmes of learning</p> <p>include a critical analysis of appropriate data</p> <p>implement improvement strategies as a result of the evaluation</p>	<p>a range of formal and informal methods of evaluation</p> <p>the advantages and disadvantages of different methods in different contexts and for different purposes</p> <p>the types of data available to teachers and their validity and reliability</p> <p>the interpretation of evaluations and data to implement improvements</p>	Assignment 8.2 Quality assurance
8.4	<b>Evaluation and improvement of own wider professional practice</b>	<p>conduct a critical evaluation of their own teaching by eliciting, valuing and using feedback from learners, other teachers, managers and external evaluators</p> <p>use feedback from self-evaluations and evaluations by others to improve their own and their team's effectiveness</p> <p>identify and respond to developments relevant to the lifelong learning sector in general and their own subject area e.g. national developments, curriculum developments, subject developments</p>	<p>the use of formal and informal evidence to make reflective judgements</p> <p>the selection of significant feedback to influence change in practice</p> <p>ways of recording reflective judgements</p> <p>sources of information on development in the sector and in ESOL</p>	

## Assessment

### Assignments

Units 1-8 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 1-7 are assessed holistically in the teaching placement. A minimum of **eight (including two from CELTA)** hours of the teaching practice placement must be assessed and must include assessment of eight separate lessons each of a minimum of 30 minutes including four language and four skills covering listening, speaking, reading and writing as a main focus.

All materials relating to the assessments must be kept in the portfolio of assessed work. This portfolio is submitted at two stages of the DTE(E)LLS programme; one after Year 1 has been completed and the second after Year 2. (See pages 72 and 73 for list of required portfolio contents.)

### Results

In order to be awarded the *Diploma in English (ESOL) in the Lifelong Learning Sector*, candidates must meet the assessment requirements for 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 as appropriate 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 DTE(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 outline

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

language history	the role of the first language in additional language acquisition
language change	the relationship between language and socio-economic performance and status
the development of regional varieties of English	issues relating to bilingualism and multilingualism
the development of global varieties of English	personal factors affecting language acquisition and development
world varieties of English	specific learning difficulties and/or disabilities and their effect on language acquisition and development
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	

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 (the time for discussion is additional)

**Assessment criteria**

Successful candidates can:

- a. meet general assessment criteria G1-8 as outlined on page
- 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.

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## Unit 1 Assignment 1.2: Developing numeracy skills

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This assignment focuses on aspects of developing numeracy skills. It involves reading and research into theories and principles of developing numeracy skills and evaluation of the candidate's own practice in relation to a group of language learners.

Length: 1,500-2,000 words.

### Assignment outline

Candidates should:

- consider four texts all of which require the reader to have different numeracy skills as well as literacy skills (e.g. understanding percentages; understanding statistical data, understanding numerical relationships)
- outline the difficulties a learner with poor numeracy might have with these texts and discuss strategies to help learners with these difficulties
- design a lesson plan for one of the texts designed to help the learners with the section of the text where numeracy skills are needed
- teach a lesson based on the plan or observe a colleague using the material and evaluate the success of the learning materials.

### Assessment criteria

Successful candidates will demonstrate that they:

- a. have a level of numeracy which will allow them to help learners in this area
- b. area aware of key numeracy issues
- c. can identify problems for learners with poor numeracy skills
- d. can design tasks to improve the numeracy skills of the learners in order to help them access texts
- e. can evaluate the tasks after use
- f. can identify points for improvement of own practice

**1.2 Notes to centres**

- a. This assignment is focused on identifying opportunities to deal with numeracy issues in ESOL. Centres may provide (or ask candidates to provide) texts for class discussion. The texts should address different aspects and levels of numeracy. Texts should have language development as the starting point. Texts that are designed to teach numeracy are not appropriate.
- b. Candidates should be encouraged to use appropriate numeracy terminology when describing difficulties a learner may have with the text. This is to demonstrate that they understand key numerical concepts, for example, fractions, proportions, probability etc. The discussion of the four texts may take place collaboratively in input. Candidates should then be asked to produce a summary.
- c. Candidates are only required to teach a lesson based on ONE of the texts, but their summary should discuss the issues arising from all four.
- d. In the evaluation of the lesson, candidates should focus on the success or otherwise of the activities they have designed to address numeracy issues rather than a general evaluation of the whole lesson.

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

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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
- b. demonstrate understanding of a range of texts produced for different purposes and audiences
- c. show ability to recognise different genres and the features which distinguish them
- d. show awareness of key differences between written and spoken discourse
- e. 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 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 text 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 text, 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 text candidates have selected before they begin the assignment
- h. In the analysis of spoken English, candidates 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 .....’ (lines 38-40)

- 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 2.2: 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: c. 1,500 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 3
- b. correctly analyse the meaning, form, 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/learning strategies in relation to language and literacy acquisition and learning theory, 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

## 2.2 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 and 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). 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 3.1: Developing and integrating skills

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

Length: 1,000 words 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, candidates should 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
- state the aim and outline the procedures for this activity

(NB All four skills must be covered in the assignment as a whole e.g. reading with a writing follow up activity and listening with a speaking follow up activity.)

### Assessment criteria

Successful candidates can:

- a. meet the general assessment criteria outlined on page 3
- 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

**3.1 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 materials i.e. not material produced for language teaching purposes.
- b. Candidates may wish to choose the same text(s) for this assignment as for the assignment on analysing spoken and written language (Assignment 2.1). 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 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.
- 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 3.2: Developing literacy with basic literacy learners**

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The 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 3
- b. identify the literacy needs of a specific learner with reference to relevant personal, social and cultural factors based on theories of literacy learning and development
- 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 identify 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

3.2 **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. References 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 4: 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: 750-1,000 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 you have 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 assessments 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.
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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' assessments
- 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

**4 Notes to centres**

- a. This assignment is intended to reflect work that candidates would carry out as part of their roles 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 would normally submit this assignment at the end of Year 1 with their teaching practice portfolio. Centres may wish to look at the ongoing progress of this assignment during the course.

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## Unit 5 Assignment 5.1: Course planning for inclusive learning

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The focus of this assignment is course programming based on the theories, models and principles of curriculum design and the evaluation of the implemented programmes of learning.

Length: 750-1,000 words for rationale, 500-750 words for each evaluation plus schemes for work and class profiles.

### Assignment outline

Candidates should:

- profile two different groups of learners outlining their needs, goals and aspirations and identifying any factors which may affect the learning and achievement of individuals in the group
- plan two schemes of work for two different levels/contexts (minimum 20 hours each) specifying course objectives, materials and activities
- give a rationale for the schemes of work based on the theories, models and principles of inclusive curriculum design
- evaluate the planning and delivery of the schemes of work after **ten** hours' teaching involving the learners in the process
- suggest changes to the schemes of work in response to the evaluation
- evaluate own strengths and development needs in relation to inclusive curriculum design and development.

### Assessment criteria

Successful candidates can:

- a. design and explain programmes of learning to meet learner needs in different contexts
- b. select, develop and justify resources to support learning
- c. identify appropriate teaching and learning approaches which are inclusive of all learners
- d. provide a rationale explaining the differences in programme design and delivery for the specific groups of learners
- e. evaluate course programmes after teaching
- f. evaluate and act on identified areas for improvement in relation to curriculum and principles of inclusive learning

The candidates should include in their portfolio five lesson plans clearly mapped to each of the relevant course programmes (ten in total). The lesson plans should include examples of differentiated materials and/or approaches.

**5.1 Notes to centres**

- a. In assignment 4 candidates produced a profile of a group and a scheme of work. These can be used as one of the two group profiles and schemes of work required for this assignment.
- b. Candidates should also select a different group of students for this assignment and they will need to produce a profile and a scheme of work for this new group.
- c. When choosing the second group of learners to profile, candidates should be encouraged to choose a group in different contexts or at different levels and whose needs differ from the group previously profiled so that features of context affecting the design of schemes of work can be compared and discussed.

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## **Unit 5 Assignment 5.2: Supporting ESOL and literacy learning across the curriculum**

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

Length: 1,000-1,500 words

### **Assignment outline**

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.
- consider three pieces of 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 each piece of 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; these may relate to one or more of the texts selected.

### **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

**5.2 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.

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## Unit 6 Assignment 6: Class profiles

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

During the DTE(E)LLS programme candidates will need to produce two profiles at different stages. The profiles will need to be referred to 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, 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 teaching throughout the course. At the end of Year 1 of the course, candidates will be expected to have shown an awareness of and basic competence in all of the criteria. They will continue to need tutor support and guidance.

By the end of the DTE(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 rationale for the lesson with reference to the class profile which:**

**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' backgrounds/ interests needs and levels
- 4 accurately 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 and 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 approaches, strategies, procedures and techniques appropriately to develop learners' language awareness and use
- 5 using a range of approaches, strategies, procedures and techniques appropriately 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
- 9 pacing the lesson appropriately
- 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

**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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## Unit 7 Assignment 7.1: Lessons from the classroom (2)

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The focus of this assignment is a reflection on professional development over the duration of the course and identifying further CPD needs. It uses evaluation of and reflection on candidates' own developing practice and identifies opportunities and resources for future development.

### Assignment outline

Candidates should:

- after the first two assessed teaching practice sessions produce a personal profile and learning plan that describes their current role, outlines their beliefs about teaching and learning, and identifies development needs for the rest of the course, including any personal skills (literacy, numeracy and ICT)
- identify the activities that will support the development. These may include observation of experienced teachers, personal research, additional training, input on the course and support from tutors
- serves engage in professional development
- record specific examples of how engaging in these activities led to development in the identified areas and the extent to which development confirmed or challenged previous beliefs, assumption and behaviours
- identify priorities for development after the course and the activities that will support this development.

Candidates should enter their profile on the Cambridge ESOL Electronic Portfolio or other system [www.teacherportfolio.cambridgeesol.org](http://www.teacherportfolio.cambridgeesol.org)

Throughout the programme they should enter brief reflections on how their beliefs are impacting on their students and peers and colleagues, and the extent to which they are being confirmed and or changing and the effects of changes on their teaching.

### Assessment criteria

Successful candidates can:

- a. use a range of sources to identify their development needs including literacy, language numeracy and ICT skills
- b. give specific examples of relevant professional development activities that relate to the identified needs
- c. critically evaluate the extent to which the development needs have been met and how they have impacted on learners
- d. identify priorities and strategies for future development
- e. analyse the impact of own beliefs, assumptions and behaviours on learners and others

**7.1 Notes to centres**

- a. Centres who are delivering this unit in generic cohorts may substitute these assessment tasks with those used on generic programmes as appropriate.
- b. It is anticipated that the focus of this assignment will be on teaching skills. However, centres may wish to encourage candidates to include issues that arise from written assignments such as weak literacy skills.
- c. Centres should encourage candidates to use feedback from different sources for their initial identification of development needs. This can include learner feedback and peer discussion as well as tutor feedback.
- d. It may be easier for candidates to complete this assignment in the form of a grid. Centres may consider developing a grid for candidates' use.
- e. The relevance of this assignment is in its practicality. Candidates should be encouraged to use examples of evidence throughout.
- f. Centres may encourage candidates to keep a course diary which could be a source for material for the assignment but which should not itself be formally assessed. Use of the Cambridge ESOL Electronic Portfolio provides an opportunity to develop ICT skills but is not compulsory.

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## **Unit 7 Assignment 7.2: Evaluation and observation (reflecting on own and others' practice)**

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The focus of this assignment is on models of reflective practice

### **Task 1: Evaluations**

During the DTE(E)LLS programme candidates should be set tasks which require them to reflect on practice in different ways; the stimulus for reflection may come from their own lesson evaluations, from peers, from tutors, from learners or as part of action research.

These tasks and the benefits and drawbacks of different approaches should be discussed in input and summarised by the candidate. The tasks and the summary (which may be in grid form) should be included in the Year 2 portfolio.

### **Assessment criteria**

Successful candidates can:

- a. analyse and compare relevant theories, principles and models of reflective practice
- b. explain how theories, principles and models of reflective practice can be applied to own development as an autonomous learner
- c. evaluate own role and responsibilities with reference to area of specialism and as part of a team

### **Task 2: Observations**

During the DTE(E)LLS programme candidates are required to observe other teachers. As far as possible these observations should include observations of teachers in different educational or training contexts. Observation tasks are set by the centre as appropriate but should include a focus on comparing the observation context with the observer's own context and role.

Successful candidates can:

- d. analyse and compare different teaching roles and contexts in the lifelong learning sector

**7.2 Notes to centres**

- a. A minimum of four different approaches to reflective practice should be evidenced in the portfolio.
- b. The reflective tasks should be linked to the lessons in the portfolio.
- c. Candidates may collaborate on some of the tasks e.g. Candidate 1 selects a specific focus e.g. how he/she deals with challenging behaviour in the classroom and asks Candidate 2 to observe him/her, Candidate 2 completes a feedback sheet designed by Candidate 1.

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## **Unit 8 Assignment 8.1: Policy and practice in the learning and skills sector**

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The focus of this assignment is on developing awareness of a range of policies which underpin practice in the lifelong learning sector and the implications for the teacher's own context.

Length: 1,000-1,500 words

### **Assignment outline**

Candidates should:

- collaboratively or individually produce a summary in tabular form of key education policies currently influencing practice in the lifelong learning sector and in ESOL drawing on a range of sources including web based sources
- describe the local context of an identified institution in which the candidate works
- choose one policy and describe its implementation in the organisation in which the candidate works
- examine their own role in implementing the policy and discuss the policy's current or future effect on their own professional practice.

### **Assessment criteria**

Successful candidates should:

- a. demonstrate knowledge and understanding of current policies with reference to both the whole lifelong learning sector and to ESOL specifically and the implications for professional role
- b. show ability to implement policy in relation to their own teaching context
- c. identify implications for current and future personal development and practice
- d. use web based resources as part of their research

**8.1 Notes to centres**

- a. It is envisaged that much of the assignment can be completed through collaborative research in input sessions and recorded in the form of a grid. Centres may wish to design their own grids for candidates to use. Centres may consider using a grid. Candidates could be encouraged to complete the grid as a collaborative research project using a wiki.
- b. Candidates should be encouraged to make some critical analysis of their implementation of a government policy and not merely describe it.

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## **Unit 8 Assignment 8.2: Quality assurance**

Centres who are delivering this unit in generic cohorts may substitute these assessment tasks with those used on generic programmes as appropriate

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The focus of this assignment is on the teacher's contribution to quality within their working context.

Length: 500-word commentary for each part plus evaluation, achievement data, and observation record

### **Part 1**

Candidates should:

- conduct a course evaluation
- analyse data used as indicators of quality.

### **Part 2**

Candidates should:

- use an observation record used as part of internal or external quality assurance procedures to self-assess or to evaluate a colleague
- identify ways of improving the quality of their own or a colleague's teaching.

### **Assessment criteria**

Successful candidates can:

- a. demonstrate knowledge and understanding of quality assurance processes and systems
- b. show ability to contribute to quality in relation to their own teaching context
- c. critically discuss use of data in quality assurance
- d. make suggestions for improving quality in their own context, and act upon suggestions as appropriate

**8.2 Notes to centres**

- a. For Part 1 Candidates can demonstrate that they have met the criteria on quality assurance through recording such a procedure as the team review of course data (often known as S.A.R.) and the recommendations for improvement which result. Again some critical analysis and not mere description would be necessary although the amount required is reflected in the word count.
- b. For Part 2 Candidates may but do not have to work in pairs. This exercise may also be included as evidence for reflection and development for Unit 7.

## **Assessment Portfolio – Year 1**

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### **To meet Year 1 requirements.**

Candidates must maintain and submit a teaching portfolio related to 75\* hours of classroom teaching at one or more levels of the ESOL curriculum. (\*69 for candidates who have CELTA)

This portfolio should contain in clearly separated sections with documents in the following order:

- the candidate record booklet with Year 1 requirements completed
- lesson plans for two assessed lessons including **one** skills and **one** systems focused lesson for the assessed teaching
- tutor feedback on the assessed lessons
- five additional lesson plans covering a range of language and skills lessons related to the needs of the learners including one lesson in which the teacher/learners use ICT as a teaching/learning resource
- materials and handouts used for the lessons in the portfolio
- self-assessments (evaluation of lessons and reflections on teaching) for all seven lessons
  
- the following assignments/materials and tutor feedback:
  - ❖ plan and handouts used for language research presentation (Assignment 1.1)
  - ❖ a scheme of work by the candidate (Assignment 4)
  - ❖ a detailed profile of a group of learners (Assignment 4/6)
  - ❖ individual learning plans for five learners in a profiled class (annotated to record how adjustments have been negotiated and recorded) (Assignment 4)
  - ❖ marked assessments diagnostic, formative and summative for 5 learners from one of the profiled classes (Assignment 4)
  - ❖ rationale for and evaluation of any assessments used
  - ❖ a record of learners' assessment/progress
  - ❖ 5 pieces of marked homework with explanation of marking strategy (Assignment 4)
  - ❖ numeracy assignment (Assignment 1.2)
  - ❖ professional development record with CPD taken and to be undertaken

Candidates who have completed CELTA and who have successfully completed the year 1 portfolio will have met the assessment criteria for the following QCF units of assessment:

**Preparing to Teach in the Lifelong Learning Sector (6 credits)**

**Planning and Enabling Learning (9 credits)**

**Enabling Learning and Assessment (15 credits)**

**Theories and Principles of Planning and Enabling Learning (15 credits)**

**ESOL and the Learner (15 credits)**

## Assessment Portfolio – Year 2

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### To meet Year 2 requirements.

Candidates must maintain and submit a teaching portfolio related to 75 hours of classroom teaching at one or more levels of the ESOL curriculum.

This portfolio should contain in clearly separated sections with documents in the following order:

- ❖ the candidate record booklet with Year 2 requirements completed
- ❖ lesson plans for four assessed lesson including **two** skills and **two** systems focused lessons for the assessed teaching
- ❖ tutor feedback on the assessed lessons
- ❖ ten additional lesson plans covering a range of language and skills lessons related to the course programme
- ❖ materials and handouts used for the lessons in the portfolio
- ❖ self-assessments (evaluation of lessons and reflections on teaching) for all fourteen lessons
  
- ❖ the following assignments/materials and tutor feedback:

2.1 Analysis of written and spoken discourse

2.2 Theories and frameworks

3.1 Developing skills

3.2 Developing basic literacy skills

5.1 Course planning for inclusive learning including:

a second scheme of work by the candidate

a second detailed profile of a group of learners (class profile assignment)

5.2 Supporting ESOL and literacy learning across the curriculum

6. Lesson plans rationales and evaluations

7.1 Personal profile, ILP and CPD record

7.2 Reflections printed from only electronic portfolio; evaluations – tasks and grids

8.1 Policy and practice in the lifelong learning sector

8.2 Quality assurance

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

**Candidates who have completed the Year2 portfolio will have met the assessment criteria for the following QCF units of assessment:1**

**Curriculum Development for Inclusive Practice (15 credits)**

**ESOL Theories and Frameworks (15 credits)**

**Continuing Professional Development (15 credits)**

**Wider Professional Practice (15 credits)**