QUALIFICATION SPECIFICATION - LRN LEVEL 2 AWARD IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ELTAA)

ELTAA

Qualification Accreditation Number: 601/8245/3

Contents

BACKGROUND TO LRN

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

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

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

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

LRN can be contacted at the following address:

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TEACHING QUALIFICATIONS

This is a qualification for candidates who have no experience of teaching English language but want to develop the language awareness, analysis and presentation skills required in the context of English Language Teaching (ELT). The course is an intensive programme of study for which you will need to be able to commit to fully. The course includes two units on: language awareness and analysis; and planning and delivering a presentation within the context of ELT.

INTRODUCTION

This specification provides an overview to the LRN Level 2 Award in Teaching English to Speakers of Other Languages Stage A (ELTAA) for candidates, centres, administrators, employers, teachers and examiners.

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

BRANDING

Whilst the submitted title of this qualification is the LRN Level 2 Award in Teaching English to Speakers of Other Languages, the brand name of this qualification will be ELTAA. LRN will ensure it provides accurate and correct information regarding the title of this qualification to centres, candidates and other users of this qualification.

OBJECTIVE

The ELTAA is designed for candidates who have no experience of teaching English language to adults. The qualification is an intensive programme of study which will enable candidates to gain a recognised teaching qualification, with a focus for those wishing to specialise in teaching English to children or adult speakers of other languages.

CANDIDATE CATEGORY

Candidates for the ELTAA may include those:

1. needing to personally develop, or acquire the necessary language awareness and analysis as well as presentation skills for a career in teaching at a later stage;

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

3. who wish to develop their understanding and/or gain a recognised Level 2 qualification in teaching English Language.

ENTRY REQUIREMENTS

Candidates should have:

- a good command of English in all four language skills (i.e. listening, speaking, reading, writing) equivalent to B1 on the Common European Framework of References for Languages (CEFR)
- a good basic understanding of literacy, numeracy and ICT equivalent to Level 2

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

MODE OF DELIVERY

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

PROGRESSION

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

- LRN Level 3 Certificate in Teaching English to Speakers of Other Languages (ELTAB)
- Any other awarding organisation's (AO) qualification at Level 3 in teaching or other disciplines (subject to individual AO requirements)

RECOGNITION OF PRIOR LEARNING

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

LANGUAGE OF ASSESSMENT

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

QUALIFICATION OVERVIEW

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

Unit	Title	Level	Credit	Guided Learning Hours (GLH)	Exam format
1	Language Awareness and Analysis in practical support of ELT	2	5	25	Externally set and marked assessment
2	Planning and delivering a presentation within the context of ELT	2	5	Minimum 40 minutes of presentation practice (spread over a number of presentations of no less than 10min duration) followed by formative assessment	1 x 20-minute presentation to be observed for summative assessment + Presentation planning portfolio

QUALIFICATION FEATURES

1	Language Awareness and Analysis in practical support of ELT

Unit Aim

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

Unit Level	2	Credit Value	5	Unit Reference Number	T/820/1001

GLH	25	Unit Grading Structure	Fail/Pass

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

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1. Describe the application of basic concepts and associated terminology in relation to phonology, discourse, syntax, lexis and language functions.	1.1	Understand and use key terms describing and analysing phonological, syntactic, lexical and functional aspects of English at discourse, sentence, word, morpheme and phoneme level.
	1.2	Understand basic processes enabling receptive and productive language skills to take place.
2. Understand the application of basic concepts and associated terminology in relation to the four language skills.	2.1	Understand and use basic concepts and associated terminology in the application of listening skills in ELT.
	2.2	Understand and use basic concepts and associated terminology in the application of speaking skills in ELT.
	2.3	Understand and use basic concepts and associated terminology in the application of reading skills in ELT.
	2.4	Understand and use basic concepts and associated terminology in the application of writing skills in ELT.

2	Planning and delivering a presentation within the context of ELT

Unit Aim

The purpose of the unit is to assess the learner's ability to plan and deliver a presentation within the context of ELT. It includes the preparation of a presentation, the selection and use of resources, the delivery and a basic degree of reflection.

Unit Level	2	Credit Value	5	Unit Reference Number	J/507/9738

GLH	1	Unit Grading Structure	Fail/Pass

Assessment Guidance	Assessment is by summative assessment of one observed presentation (20 minutes) and an externally moderated portfolio including a presentation log, the resources, planning, delivery and reflective documentation developed and used by the learner over the course of the presentation practice.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1. Plan and prepare a presentation within the context of ELT	1.1	Plan and prepare an appropriately sequenced presentation within the context of ELT taking account of the audience's needs and the purpose of the presentation.
	1.2	Plan and prepare appropriate techniques and resources to meet the declared aim(s) within the context of ELT.
	1.3	Produce a plan for your presentation, including: • aim(s) and objective(s) of the presentation; • appropriate resources and techniques; • appropriate stages and timings; • appropriate activities; and • space for a basic degree of reflection on your performance.
2. Deliver and manage a presentation within the context of ELT	2.1	Deliver and manage an appropriately sequenced presentation taking account of the audience's needs and the purpose of the presentation.
	2.2	Use language that is appropriate to the audience and the context, supporting clarity of purpose.
	2.3	Use and manage appropriate techniques and resources to meet the declared aim(s) within the context of ELT.
	2.4	Reflect on your own performance with a view to improving future practice.

ASSESSMENT

The assessment consists of

- Unit 1, which is assessed by written assessment externally set and marked by LRN;

- Unit 2, which is assessed by 1 observation and a presentation planning portfolio marked internally, and subsequently moderated externally by LRN.

For Unit 1, candidates are required to complete a single **assessment** which will be marked by an examiner, appointed by LRN, which lasts 40 minutes and has 40 questions. Each question is worth 1 mark. There are multiple-choice and matching questions. Candidates require 26 marks in order to pass each unit. To ensure a rigorous quality assurance model is applied, each of the marked assessments will be moderated. There are opportunities within the unit for the candidate(s) to be assessed formatively e.g. mock tests, that will constitute part of the TQT.

For Unit 2, candidates are required to complete at least 40 minutes of presentation practice, receiving formative assessment, 20 minutes of an observed presentation, counting towards the summative assessment, and compile a portfolio including a presentation log, the resources, planning, delivery and reflective documentation developed and used by the candidate over the course of the presentation practice. The portfolio must reference the Common European Framework of Reference for Languages (CEFR). As with Unit 1, Unit 2 contains opportunities for the candidate to be assessed formatively before the presentation (summative) e.g. reviewing the content for presentation or performing a micro-presentation session (5 minutes). These are not prescriptive and will depend on the candidate.

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

- the written assessment (Unit 1)

- the summative observation of a presentation (Unit 2)

- the presentation practice portfolio (Unit 2)

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

Use of plagiarism software

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

<u>Knowledge, skills and understanding</u>

Candidates should be familiar with the language awareness and analysis skills underlying ELT and have an interest in progressing in career in this sector.

TOTAL QUALIFICATION TIME (TQT)

Guided learning hours (GLH)	**26**	
Self-study (SS)	**24**	
Formative Assessment	5 hours across 2 units	**Total Assessment Time (TAT)**
Summative Assessment	5 hours across 2 units	**10 hours**
Total Qualification Time	**60 Hours (GLH+SS+TAT)**	

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

GRADING

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

RESULTS

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

SAMPLE ASSESSMENTS

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

RECOMMENDED BOOKS

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

Clark, U. 1996 Investigating English Language, London, Nelson Thornes Ltd.

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

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

Crystal, D. 1996, Discover Grammar, London, Longman

Crystal, D. 2009, Txting: the gr8 db8, Oxford, Oxford University Press.

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

Fromkin, V, Rodman R, and Hyams N. 2010 An Introduction to Language: Belmont, California, Wadworth.

Thorne, S. 2008 Mastering Advanced English Language, 2nd edition : Basingstoke, Palgrave Macmillan.

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

Useful websites:

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

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

Learn English
Grammar, vocabulary, reading and academic writing
http://www.britishcouncil.org/learnenglish/central.htm

English as a Second Language
Site with a lot going on, but some useful exercises – e.g. self-check dictations and sentence structure exercises under "writing"
http://www.rong-chang.com/