



OVERVIEW OF ASSESSMENT

1. Certificate Award

The Certificate will be awarded to candidates who meet the course requirements, and whose performance meets, or exceeds, the criteria in both assessment components.

2. Course Requirements

To meet the course requirements candidates are required to attend the whole course and to:

- practice teaching in a class of the relevant age group, at two significantly different levels for a total of six hours;
- observe experienced teachers teaching classes for a total of six hours;
- maintain and submit a portfolio of all course work including all written assignments and materials related to teaching practice.

3. Mode of Assessment

The assessment will be continuous and integrated.

Continuous here means that:

- assessment takes place throughout each course.

Integrated here means that:

- both assessment component contributes to the overall grade;

4. The Two Components of Assessment

Component one:

Planning and teaching. Candidates are required to practice teach for a total of six observed and assessed hours, working with adult learners at a minimum of two levels in classes of the required size. By the end of the course they should have demonstrated successful achievement of the teaching practice assessment criteria.

Component two:

Classroom-related written assignments

This component consists of four written assignments. Each is between 750 to 1,000 words and should not exceed 3,000 words. They are internally assessed and externally moderated. The assignments focus on the following:

- Adult learners and learning contexts
- An aspect of the language system of English
- An aspect of language skills
- Reflection on classroom teaching and the identification of action points

5. Component One: Assessment of Teaching Practice

The overall scope and assessment criteria for teaching practice are described below. Please note that in order to show how the assessment criteria are linked to the syllabus, each criterion is introduced by a number that refers to a corresponding unit of the syllabus.

Planning and practising teaching

By the end of the six hours' assessed teaching practice, successful candidates at pass level should show convincingly and consistently that they can:

- Prepare and plan for the effective teaching of adult ESOL learners by:
 - identifying and stating appropriate aims/outcomes for individual lessons
 - ordering activities so that they achieve lesson aims/outcomes
 - selecting, adapting or designing materials, activities, resources and technical aids appropriate for the lesson
 - presenting the materials for classroom use with a professional appearance, and with regard to copyright requirements
 - describing the procedure of the lesson in sufficient detail
 - including interaction patterns appropriate for the materials and activities used in the lesson
 - ensuring balance, variety and a communicative focus in materials, tasks and activities
 - allocating appropriate timing for different stages in the lessons
 - analysing language with attention to form, meaning and phonology and using correct terminology
 - anticipating potential difficulties with language, materials and learners
 - suggesting solutions to anticipated problems
 - using terminology that relates to language skills and sub-skills correctly
 - working constructively with colleagues in the planning of teaching practice sessions
 - reflecting on and evaluating their plans in light of the learning process and suggesting improvements for future plans.

- Demonstrate professional competence as teachers by:
 - 1)
 - teaching a class with an awareness of the needs and interests of the learner group
 - teaching a class with an awareness of learning styles and cultural factors that may affect learning
 - acknowledging, when necessary, learners' backgrounds and previous learning experiences
 - establishing good rapport with learners and ensuring they are fully involved in learning activities

 - 2)
 - adjusting their own use of language in the classroom according to the learner group and the context
 - identifying errors and sensitively correcting learners' oral and written language
 - providing clear contexts and a communicative focus for language
 - providing accurate and appropriate models of oral and written language in the classroom
 - focusing on language items in the classroom by clarifying relevant aspects of meaning and form (including phonology) for learners to an appropriate degree of depth
 - showing awareness of differences in register
 - providing appropriate practice of language items

 - 3)
 - helping learners to understand reading and listening texts
 - helping learners to develop oral fluency
 - helping learners to develop writing skills

- 4)
- arranging the physical features of the classroom appropriately for teaching and learning, bearing in mind safety regulations of the institution
 - setting up whole class and/or group or individual activities appropriate to the lesson type
 - selecting appropriate teaching techniques in relation to the content of the lesson
 - managing the learning process in such a way that lesson aims are achieved
 - making use of materials, resources and technical aids in such a way that they enhance learning
 - using appropriate means to make instructions for tasks and activities clear to learners
 - using a range of questions effectively for the purpose of elicitation and checking of understanding
 - providing learners with appropriate feedback on tasks and activities
 - maintaining an appropriate learning pace in relation to materials, tasks and activities
 - monitoring learners appropriately in relation to the task or activity
 - beginning and finishing lessons on time and, if necessary, making any relevant regulations pertaining to the teaching institution clear to learners
 - maintaining accurate and up-to-date records in their portfolio
 - noting their own teaching strengths and weaknesses in different teaching situations in light of feedback from learners, teachers and teacher educators
 - participating in and responding to feedback.

6. Component Two: Classroom-related written assignments

Centres are responsible for designing four written assignments which relate directly to the course programme.

The scope and assessment criteria for each written assignment are described below and on page 23 of the syllabus. Each assignment should be between 750 and 1,000 words.

A variety of formats may be used but two of the assignments must be written in academic prose. Assignments may consist of a series of tasks. It is also possible for centres to conflate two assignments into one longer assignment with two discrete parts; in this case, the assignment is still assessed as two separate pieces of work and each section of the assignment must be graded separately.

Assignment 2.1 Focus on the learner. Length 750–1,000 words

The design of the assignment to include:

- investigation of the learning context and assessment of learner needs with reference to a specific learner or group of learners
- identification of sources for language development and, where appropriate, personal support
- suggestions for specific language/skill focused activities and an explanation/rationale for the use of these activities with the specific learners outlined

Candidates can demonstrate their learning by:

- showing awareness of how a learner's/learners' background(s), previous learning experience and learning style(s) affect learning
- identifying the learner's/learners' language/skills needs
- correctly using terminology relating to the description of language systems and language skills
- selecting appropriate material and/or resources to aid the learner's/learners' language development
- providing a rationale for using specific activities with a learner/learners
- finding, selecting and referencing information from one or more sources using written language that is clear, accurate and appropriate to the task

Assignment 2.2 Language related tasks. Length 750–1,000 words

The design of the assignment to include:

- identification of significant features of the form, phonology, meaning and use of language items/areas and the use of relevant information from reference materials

Candidates can demonstrate their learning by:

- analysing language correctly for teaching purposes
- correctly using terminology relating to form, meaning and phonology when analysing language
- accessing reference materials and referencing information they have learned about language to an appropriate source
- using written language that is clear, accurate and appropriate to the task

Assignment 2.3 Language skills related tasks. Length 750–1,000 words

The design of the assignment to include:

- evidence of the candidate's background reading in the topic area
- identification of the receptive language skills and/or sub-skills that could be practised and developed using course book material or authentic text
- identification of productive language skills that could be practised and developed in relation to that text
- task design in relation to the text with brief rationale

Candidates can demonstrate their learning by:

- correctly using terminology that relates to language skills and sub-skills
- relating task design to language skills development
- finding, selecting and referencing information from one or more sources using written language that is clear, accurate and appropriate to the task

Assignment 2.4 Lessons from the classroom. Length 750–1,000 words

The design of the assignment to include:

- candidates' identification of their own teaching strengths and development needs
- reflections on their own teaching
- reflections on the implications for their own teaching from the observations of experienced ELT professionals and colleagues on the course

Candidates can demonstrate their learning by:

- noting their own teaching strengths and weaknesses in different situations in light of feedback from learners, teachers and teacher educators
- identifying which ELT areas of knowledge and skills they need further development in
- describing in a specific way how they might develop their ELT knowledge and skills beyond the course
- using written language that is clear, accurate and appropriate to the task