



Learning Resource Network

**QUALIFICATION SPECIFICATION - LRN LEVEL 5
CERTIFICATE IN TEACHING ENGLISH TO
SPEAKERS OF OTHER LANGUAGES (ELTAC)**

**ELTAC
English Language Teaching Assessment
Certificate**

Qualification Accreditation Number: 601/8096/1

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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 either through registered educational institutions. In producing its qualifications, the project team drew upon the experience and expertise of academics, professionals working in the pertinent industries and colleagues with a wealth of practice and knowledge of validation, verification, delivery and assessment.

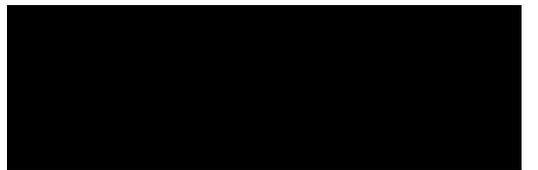
A full list of LRN qualifications can be found on the [register of regulated qualifications](#).

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

LRN can be contacted in the following ways:

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TEACHING QUALIFICATIONS

This is a qualification for candidates who have limited experience of teaching English language. The course is an intensive programme of study for which you will need to be able to commit to fully. The course includes modules on students and teachers and the teaching and learning context; language analysis and awareness; language skills; reading, listening, speaking and writing; planning and resources for different teaching contexts; developing teaching skills in ELT.

INTRODUCTION

This specification provides an overview to the LRN Level 5 Certificate in Teaching English to Speakers of Other Languages (ELTAC) 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 5 Certificate in Teaching English to Speakers of Other Languages, the brand name of this qualification will be the English Language Teaching and Assessment Certificate. 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 English Language Teaching and Assessment Certificate is designed for candidates who have limited 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 either speakers of other languages or for those who wish to teach English to adults.

CANDIDATE CATEGORY

Candidates for the English Language Teaching and Assessment Certificate may include those:

1. needing to personally develop, or extend their skills, within a career in teaching;
2. with limited qualifications or experience in teaching English to adults;
3. who wish to consolidate their understanding and/or gain a recognised 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 C1 on the CEFR;
- a good basic understanding of literacy, numeracy and ICT equivalent to Level 2
- access to at least 12 hours teaching practice in English Language education.

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

MODE OF DELIVERY

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

PROGRESSION

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

- Diploma in Teaching English to Speakers of Other Languages at Level 6 (subject to individual Awarding Organisation (AO) requirements)
- A degree level program in a teaching related discipline
- Any other AO qualification at level 6 or above in teaching or other discipline (subject to individual AO requirements)

RECOGNITION OF PRIOR LEARNING

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

LANGUAGE OF ASSESSMENT

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

QUALIFICATION OVERVIEW

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

Unit	Title	Level	Credit	GLH	Exam format
1	Knowledge, understanding and skills of teaching, learning and assessment in ELT	5	6	25	Assignment
2	Developing teaching, learning and assessment in ELT	5	6	25	Assignment
3	Planning resources for effective delivery in ELT	5	6	25	Assignment
4	Language Awareness and Analysis to support Skills in ELT: Listening, Speaking, Reading and Writing	5	6	33	Assignment
5	Applied teaching practice in the ELT classroom	5	6	Minimum 12 hours teaching practice Minimum 6 hours followed by formative assessment Minimum 5 learners in two groups at two different levels	2 teaching observations for summative assessment 2 hours in total Minimum 5 students per observation + Teaching Practice Portfolio

QUALIFICATION FEATURES

1	Knowledge, understanding and skills of teaching, learning and assessment in ELT		
Unit Aim			
The purpose of the unit is to provide the learner with knowledge, understanding and skills relating to teaching, learning and assessment in ELT. It includes understanding the role and responsibilities of a teacher in ELT; agreeing individual learning goals and planning, delivering and assessing inclusive teaching and learning, creating and maintaining an environment which is conducive to inclusive learning and evaluating ones own practice. It covers expectations in relation to the minimum core in teaching, learning and assessment.			
Unit Level	5	Credit Value	6
Unit Reference Number	Y/507/9047		
GLH	25	Unit Grading Structure	Fail/Pass
Assessment Guidance		Assessment is by externally set and externally marked assignment.	
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1. Understand the roles, responsibilities and relationships in ELT.	1.1	Analyse own role and responsibilities in ELT.	
	1.2	Summarise key aspects of legislation, regulatory requirements and codes of practice established by national or local government regulatory agencies or ministry of education relating to own role and responsibilities relating to the candidate's role and responsibilities in a given educational context, e.g., public or private education, adult education, etc.	
	1.3	Analyse the relationships and boundaries between the teaching role and other professional roles.	
	1.4	Describe points of referral to meet the needs of learners.	
2. Be able to plan inclusive teaching and learning, which is open and respectful and celebrates difference as a part of everyday life.	2.1	Devise a scheme of work in accordance with internal and external requirements.	
	2.2	Design teaching and learning plans which respond to the individual goals and needs of all learners and curriculum requirements.	
	2.3	Explain how own planning meets the individual needs of learners.	
	2.4	Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners.	
	2.5	Identify opportunities for learners to provide feedback to inform inclusive practice.	
3. Be able to create and maintain a safe, inclusive teaching and	3.1	Explain why it is important to promote appropriate behaviour and respect for others.	
	3.2	Explain ways to promote equality and value diversity.	

learning environment in which all those participating feel able to actively engage, feel safe and feel welcome.	3.3	Establish and sustain a safe, inclusive learning environment.
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4. Be able to deliver inclusive teaching and learning.	4.1	Analyse the effectiveness of teaching and learning approaches used in ELT relation to meeting the individual needs of learners.
	4.2	Explain theories in Second Language Teaching when meeting individual needs.
	4.3	Analyse benefits and limitations of communication methods and media used in ELT.
	4.4	Analyse the effectiveness of resources used in own area of ELT in relation to meeting the individual needs of learners.
	4.5	Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners.
	4.6	Demonstrate ways to promote equality and value diversity in own teaching.
	4.7	Adapt teaching and learning approaches and resources, including technologies, to meet the individual needs of learners.
	4.8	Communicate with learners and learning professionals to meet individual learning needs.
5. Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning.	5.1	Assess and evaluate the effectiveness of own practices.
	5.2	Identify areas for improvement in own practice in planning, delivering and assessing inclusive teaching and learning.
	5.3	Revise practice based on identification of areas where improvement is needed.

2	Developing teaching learning and assessment in ELT		
Unit Aim			
The purpose of the unit is to provide the learner with knowledge, understanding and skills relating to developing teaching, learning and assessment in ELT. It includes investigating practice in own area of specialism, applying theories, principles and models of learning, communication and assessment in relation to planning, delivering and assessing inclusive teaching and learning. It involves applying theories of behaviour management in creating and maintaining an inclusive learning environment and applying theories and models of reflection to evaluating own practice. It covers expectations in relation to the minimum core in teaching, learning and assessment.			
Unit Level	5	Credit Value	6 Unit Reference Number J/507/9013
GLH	20	Unit Grading Structure	Fail/Pass
Assessment Guidance	Assessment is by externally set and externally marked assignment.		
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1. Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning	1.1	Use initial and diagnostic assessments to agree learners' individual goals.	
	1.2	Devise a scheme of work taking account of: <ul style="list-style-type: none"> the needs of learners; the delivery model; and the internal and external requirements. 	
	1.3	Design teaching and learning plans which take account of: <ul style="list-style-type: none"> the individual goals, needs and learning preferences of all learners; and curriculum requirements. 	
	1.4	Identify opportunities for learners and others to provide feedback to inform inclusive practice.	
	1.5	Demonstrate how own practice in planning inclusive teaching and learning has taken account of theories, principles and models of learning, communication and assessment.	
2. Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment.	2.1	Analyse theories of behaviour management.	
	2.2	Establish and sustain a safe, inclusive learning environment.	
	2.3	Explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of theories of behaviour management.	

3. Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning.	3.1	Design resources that promote equality and diversity through activities, assignments and behaviour management.
	3.2	Demonstrate using of range of technologies to meet the needs of individual learners.
	3.3	Communicate with learners, learning professionals and other stakeholders to meet
4. Be able to apply theories and models of reflection and evaluation to one's practice in planning, delivering, and assessing inclusive teaching and learning.	4.1	Use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning.
	4.2	Analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning.

3	Planning Resources for effective delivery in ELT		
Unit Aim			
The unit aims to enable learners to develop, use, and organise resources within ELT. It includes the purpose, development and use of resources, how to organise them and enable access to others. It also includes understanding legal requirements and responsibilities relating to resources and evaluating their own practice in their development and use.			
Unit Level	5	Credit Value	6
Unit Reference Number	L/507/9014		
GLH	25	Unit Grading Structure	Fail/Pass
Assessment Guidance	Assessment is by externally set and externally marked assignment.		
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1. Understand the purpose and use of resources in ELT	1.1	Demonstrate the use of resources in teaching and learning.	
	1.2	Evaluate the effectiveness of specific resources for use in ELT in meeting individual learning needs.	
2. Be able to develop and use inclusive resources in ELT	2.1	Analyse principles of resource design.	
	2.2	Analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development in ELT.	
	2.3	Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in ELT.	
	2.4	Employ resources to engage and meet the individual needs of learners in ELT.	
3. Be able to evaluate own teaching and receive feedback in relation to own practice.	3.1	Evaluate the effectiveness of own practice in relation to development and use of resources to engage and meet the individual needs of learners in ELT.	
	3.2	Identify own strengths and areas for improvement in relation to development and use of resources in ELT.	
	3.3	Plan opportunities to improve own skills in the development and use of resources.	

4	Language Awareness and Analysis to support Skills in ELT: Listening, Speaking, Reading and Writing
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Unit Aim

The purpose of the unit is to provide the learner with knowledge and understanding of theories, principles, models, techniques and resources applied to language analysis in ELT in support of techniques and resources for the teaching of the four language skills: listening, speaking, reading and writing. It includes the understanding of basic concepts and associated terminology in relation to phonology, syntax and lexis, recognising the significance of sociolinguistic aspects affecting the use of language in a communicative event bound by particular contextual factors, and their application in support of the subskills in the four language modes, the recognition of barriers and opportunities for language acquisition, and the use in planning, teaching, learning an assessment.

Unit Level	5	Credit Value	6	Unit Reference Number	D/507/9048
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GLH	33	Unit Grading Structure	Fail/Pass
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Assessment Guidance Assessment is by externally set and externally marked assignment.

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Describe the application of basic concepts and associated terminology in relation to phonology, syntax and lexis.	1.1 Describe and use key terms describing and analysing phonological, syntactic and lexical aspects of English at discourse, sentence, word, morpheme and phoneme level.
	1.2 Recognise similarities and differences in phonology, syntax and lexis between English and other languages, and use the knowledge to support planning, teaching, learning and
	1.3 Analyse the processes enabling receptive and productive language skills to take place and apply them to support planning, teaching, learning and assessment.
2. Recognise the significance of sociolinguistic aspects affecting the use of language in a communicative event bound by particular contextual factors such as culture, geography, history or power and status.	2.1 Recognise the various factors framing a communicative event and how they impact on the language being employed and the interaction taking place, including non-verbal communication.
	2.2 Grade and otherwise adapt his/her own language output in order to support planning, teaching, learning and assessment.
	2.3 Select resources and create the appropriate conditions for authentic, contextually embedded communication to take place.
3. Understand the application of basic concepts and associated terminology in relation to the four language skills for use in planning, teaching, learning and assessment with reference to the Common European Framework of Reference for Languages (CEFR).	3.1 Understand and use basic concepts and associated terminology in the application of listening skills for use in planning, teaching, learning and assessment.
	3.2 Understand and use basic concepts and associated terminology in the application of speaking skills for use in planning, teaching, learning and assessment.
	3.3 Demonstrate and use basic concepts and associated terminology in the application of reading skills for use in planning, teaching, learning and assessment.

	3.4	Understand and use basic concepts and associated terminology in the application of writing skills for use in planning, teaching, learning and assessment.
4. Understand the significance of subskills for planning, teaching, learning and assessing the four language skills with reference to the Common European Framework of Reference for Languages (CEFR).	4.1	Recognise and exploit for use in planning, teaching, learning and assessment, the different roles played by a variety of approaches to listening depending on the context, listening source and particular purpose.
	4.2	Recognise and exploit for use in planning, teaching, learning and assessment, the different roles played by a variety of approaches to speaking depending on the context, audience, register and particular purpose.
	4.3	Recognise and exploit for use in planning, teaching, learning and assessment, the different roles played by a variety of approaches to reading depending on the context, source text and particular purpose.
	4.4	Use a variety of approaches to planning, teaching, learning and assessment of writing appropriate to context, audience, genre and particular purpose.
5. Understand the barriers to, and opportunities for, acquiring the four language skills with reference to the Common European Framework of Reference for Languages (CEFR).	5.1	Recognise the barriers that learners might encounter in acquiring listening skills, and create opportunities for overcoming them.
	5.2	Recognise the barriers that learners might encounter in acquiring speaking skills, and create opportunities for overcoming them.
	5.3	Recognise the barriers that learners might encounter in acquiring reading skills, and create opportunities for overcoming them.
	5.4	Recognise the barriers that learners might encounter in acquiring writing skills, and create opportunities for overcoming them.
	5.5	Integrate the four language skills in shorter and extended projects as well as task-based processes for use in planning, teaching, learning and assessment.

5	Applied teaching practice in the ELT classroom				
Unit Aim					
The purpose of the unit is to assess the learner's ability to apply theories, principles, models, techniques and resources to planning, teaching and assessment in the ELT classroom. It includes lesson preparation, resources and other required documentation, lesson delivery, managing the classroom environment and learner behaviour, assessment of learning taking place, and reflective practice feeding back into the planning and preparation process.					
Unit Level	5	Credit Value	6	Unit Reference Number	H/507/9021
GLH	12	Unit Grading Structure		Fail/Pass	
Assessment Guidance		Assessment is by summative assessment of two observed teaching sessions (2 hours in total) and an externally moderated portfolio comprising a teaching log, the resources, planning, teaching, assessment and reflective documentation developed and used by the learner over the course of the teaching practice.			
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:		
1. Plan and prepare a programme of learning and individual lessons with particular regard to the learners' needs.			1.1	Develop, plan and prepare appropriately (providing appropriate justification) staged course and lesson plans stating appropriate course, group and individual learning aims and objectives based on information arising from initial and diagnostic assessments as well as broader institutional and professional guidelines.	
			1.2	Develop, plan and prepare appropriate techniques and professional resources to address the course, group and individual learning aims and objectives stated in the relevant course and lesson documentation, ensuring a balanced communicative focus supporting all four language skills.	
			1.3	Plan and prepare for anticipated difficulties learners might encounter, and devise suitable solutions to address them.	
			1.4	Plan and prepare opportunities for assessment and measuring learning and progress for formative and summative purposes.	
			1.5	Incorporate reflective practice into the planning and preparation process in classroom teaching.	
2. Deliver effective classroom teaching by creating opportunities for learning to take place in an inclusive and safe learning environment taking account of individual learners' needs.			2.1	Deliver an appropriately staged and timed learning programme and lessons addressing appropriate course, group and individual learning aims and objectives.	
			2.2	Grade the language of instruction according to the learners and context, supporting clarity of purpose.	
			2.3	Use appropriate techniques and resources to meet the course, group and individual learning aims and objectives stated in the relevant course and lesson documentation, while ensuring a balanced communicative focus supporting all four language skills.	
			2.4	Identify difficulties learners encounter in their learning, and implement suitable solutions to address them, including measures in order to manage learners' behaviour and overcome phonological, syntactic and lexical challenges.	

	2.5	Deliver assessment and measure learning and progress for formative and summative purposes.
3. Act professionally towards learners, colleagues and other stakeholders.	3.1	Address, instruct, provide feedback and advise learners respectfully and effectively, while maintaining a supportive and professional relationship at all times.
	3.2	Collaborate effectively with colleagues in the planning, delivery and assessment of teaching and learning.
	3.3	Communicate appropriately and collegially with other stakeholders involved in the teaching and learning process.
	3.4	Accept, constructively reflect on, and integrate criticism and feedback into future practice.
	3.5	Adhere to relevant parameters given within the professional context like lesson timings and punctuality, deadlines for the submission of documentation, and maintenance of classroom order, health and safety.

ASSESSMENT

The assessment consists of

- Units 1-4 which are assessed by written assignments externally set and marked by LRN;
- Unit 5 which is assessed by 2 lesson observations and a teaching practice portfolio marked internally, and subsequently moderated externally by LRN.

For Units 1-4, Candidates are required to complete a single **assignment (per unit)** which will be marked by an examiner, appointed by LRN. The marking of assignments will be carried out in accordance with the marking criteria listed in this specification document. To ensure a rigorous quality assurance model is applied, each of the marked assignments will be moderated.

For Unit 5, Candidates are required to complete at least 12 hours of teaching practice receiving formative assessment, 2 hours of observed teaching practice counting towards the summative assessment, and compile a portfolio including a teaching log as well as documenting the resources, the planning, teaching, assessment and reflection documentation developed and used by the learner over the course of the teaching practice. The portfolio must reference the Common European Framework of Reference for Languages (CEFR).

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

- each written assignment (Units 1-4)
- the two summative teaching observations (Unit 5)
- the teaching practice portfolio (Unit 5)

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

Use of plagiarism software

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

Knowledge, skills and understanding

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

TOTAL QUALIFICATION TIME (TQT)

Guided learning hours (GLH)	120	
Self-study (SS)	50	
Formative Assessment	4 hours across 5 units (4 hours max)	Total Assessment Time (TAT) 15 hours
Summative Assessment	11 hours across 5 units (11 hours max)	
Total Qualification Time	185 Hours (GLH+SS+TAT)	

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

GRADING

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

RESULTS

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

SAMPLE ASSIGNMENTS

LRN will provide a selection of sample assignments, across this qualification. These will be available through the centre portal.

RECOMMENDED BOOKS

Bailey, K.M. 1998. Learning about language assessment. Boston: Heinle and Heinle.

Celce-Murcia, M. (2002). Teaching English as a second or foreign language (3rd ed). Boston: Heinle and Heinle.

Graves, K. 2000 Designing Language Courses: A Guide for Teachers. London: Heinle and Heinle.

Hall, G. 2011. Exploring English Language Teaching. London: Routledge.

Harmer, J. 2007. How to Teach English. 2nd edition. Harlow: Pearson Longman.

Hedge, T. 2000. Teaching and Learning in the Language Classroom. Oxford: OUP.

Hughes, A. 2003 Testing for Language Teachers. 2nd ed. Cambridge: CUP.

Larsen-Freeman, D. 2000. Techniques and Principles in Language Teaching. Second edition. Oxford: OUP.

Lightbown, P. and Spada, N. 2013. How Languages are Learned. 4th edition. Oxford: OUP.

Richards, J.C. and Lockhart, C.L. 1996. Reflective Teaching in Second Language Classrooms. Cambridge: CUP.

Richards, J. and Renandya, W. 2002. Methodology in language teaching. Cambridge: Cambridge University Press.

Schmitt, N. 2000. Vocabulary in Language Teaching. Cambridge: CUP.

Scrivener, J. 2011. Learning Teaching. 3rd edition. Oxford: Macmillan.

Thornbury, S. 1997. About Language. Cambridge: CUP.

Underhill, A. 1994. Sound Foundations. Oxford: Macmillan Heinemann.

Manual for relating Language Examinations to the Common European Framework of Reference for Languages (CEFR)

It would also be a good idea to familiarise yourself with the following academic journals, which are key sources of reading for the course:

- ELT Journal
- TESOL Quarterly