

ELTAD



Learning
Resource Network



QUALIFICATION SPECIFICATION

LRN LEVEL 7 DIPLOMA IN TEACHING ENGLISH
TO SPEAKERS OF OTHER LANGUAGES (ELTAD)

English Language Teaching and Assessment
Diploma

Qualification Number: 603/3788/6

CONTENTS

Background to LRN	Page 03
Teaching Based Qualifications	Page 04
Introduction	Page 04
Branding	Page 04
Objective	Page 04
Candidate Category	Page 04
Entry Requirements	Page 05
Mode of Delivery	Page 05
Progression	Page 05
Recognition of prior learning	Page 05
Language of Assessment	Page 06
Qualification Overview	Page 06
Qualification Features	Page 07
Assessment	Page 15
Total Qualification Time (TQT)	Page 16
Grading	Page 17
Results	Page 17
Sample Assignments	Page 17
Recommended Books	Page 18

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:

Tel: +44 (0) 207 859 4223
enquiries@lrnglobal.org

A L T E

INSTITUTIONAL AFFILIATE



CUSTOMER
SERVICE
EXCELLENCE[®]



TEACHING BASED QUALIFICATIONS

This is a qualification for candidates who have limited experience of teaching the 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 7 Diploma in Teaching English to Speakers of Other Languages (ELTAD) 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 7 Diploma in Teaching English to Speakers of Other Languages, the brand name of this qualification will be the English Language Teaching and Assessment Diploma. 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 Diploma 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 Diploma may include those:

1. needing to personally develop, or extend their skills, within a career in teaching English language;
2. with extensive experience in teaching English to adults;
3. who wish to consolidate their understanding and/or gain a recognised qualification in teaching the English language.

ENTRY REQUIREMENTS & KNOWLEDGE, SKILLS AND UNDERSTANDING

- ☐ Aged 21 or over.
- ☐ At least 2 years of varied English language teaching experience (full-time or equiv).
- ☐ At least an initial English language teaching qualification (ELTAC, CELTA, Cert. TESOL or equiv.)
- ☐ An undergraduate degree or equiv.
- ☐ An excellent command of the English language (good native or 8.0 in IELTS or equiv.)
- ☐ Good digital and academic literacies
- ☐ Access to appropriate EFL/ESOL/EAP classes for teaching practice (M2) and needs analysis (M3)
- ☐ Ability to cope with a level 7 (Master's) qualification and dedicate a significant amount of time outside the taught sessions.
- ☐ Successful completion of the application process, including pre-interview and at-interview tasks

MODE OF DELIVERY

This qualification has been constructed to be delivered within centres, through blended learning 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 Diploma 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:

- ☐ Master's degree level program in a teaching/education related discipline;
- ☐ Phd in a related discipline;
- ☐ Any other AO qualification at level 7 or above in teaching/education 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 three mandatory units for this qualification; they are as follows:

Unit	Title	Level	Credit	GLH	Exam format
1	Understanding Language, Methodology and Resources for Teaching	7	60	50	Assessment is by 2 Externally Set and Externally Marked assignments (2500 words each) and 1 Viva Voce Assessment (20 mins)
2	Principles of English Language Teaching	7	60	50	<p>1 Externally Set and Externally Marked assignment (3000 words). It also includes video evidence of delivery practice and a portfolio of evidence that substantiates progression towards this delivery. This in effect is evidence of observing lessons, evaluating those lessons and of preparing, teaching, resourcing and delivering (at least ten) lessons – including the externally assessed video performance*</p> <p>*Learners will have been teaching/observing and involved in feedback for a total of 20 hours of teaching practice, which will both enable them to reflect critically and evaluate their own and others' practice and in turn aid their professional development.</p>
3	Research Report	7	60	50	An extended written assignment of 5,000–6,000 words.

QUALIFICATION FEATURES

1		UNDERSTANDING LANGUAGE AND METHODOLOGY FOR TEACHING			
Unit Aim: This module focuses on the background to teaching and learning English in a range of contexts. It builds on knowledge gained in the ELTAC. It will introduce students to language awareness, give an overview of approaches to language analysis for TESOL. It will present frameworks and approaches for the analysis of a wide range of text types in both spoken and written English with the aim of sensitising students to language and cultivating their skills for their personal linguistic development and for those they teach in the English language classroom.					
UNIT LEVEL		7	CREDIT VALUE 60	UNIT REFERENCE NUMBER	
GLH	50	UNIT GRADING STRUCTURE		FAIL/PASS	
Assessment Guidance		Assessment is by 2 Externally Set and Externally Marked assignments (2500 words each) and 1 Viva Voce Assessment (20 mins)			
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:		
1. Be able to provide a background to understanding and contemporary views of Second Language Acquisition (SLA).	1.1	Provide a broad overview of approaches to learning in SLA Topics			
	1.2	Describe the ‘Typical’/‘Traditional’ SLA Topics used in contemporary thinking.			
2. Understand the components, strategies and delivery of vocabulary learning.	2.1	Understand the components, strategies and delivery of vocabulary learning.			
	2.2	Explain strategies for learning vocabulary: rote learning, learning from context debates.			
	2.3	Evaluate the process of defining which words to teach.			
	2.4	Provide an understanding of Phonics and the use of Phonics.			
3. Understand the principles and parameters of grammar that allows them to evaluate competence, errors and models.	3.1	Assess the principles and parameters of Universal Grammar.			
	3.2	Justify Grammatical and Communicative Competence			
	3.3	Evaluate Interlanguage/Error Analysis			
	3.4	Explain and evaluate the Processability Model			

4. Understand second language (L2) learner strategies and processing which allows for an appraisal of SLA.	4.1	Compare and Contrast L2 Communication strategies.
	4.2	Analyse L2 learner strategies and learner variation.
	4.3	Explain and Contrast Listening and Reading processes.
	4.4	Describe and Appraise Schema theory.
	4.5	Explain and Summarise approaches to Teaching listening.
	4.6	Appraise ideas for broadening the scope of SLA
5. Describe the Goals of Language Teaching.	5.1	Describe the goals of L2 learning and multilingualism with use of relevant examples.
	5.2	Define Native speaker emulation.
	5.3	Discuss and Compare definitions of a native and a non-native speaker.
	5.4	Explain the concept of multicompetence in L2 users.
6. Be able to analyse mainstream SLA theories	6.1	Justify critiques of 'mainstream SLA' theories and starting points
	6.2	Suggest a more emic approach, looking at language use and broadening of the data collection pool and discuss the resulting debate.
7. Be able to explain the concept of language learning in, and outside of the classroom.	7.1	Explain the notions of Community of Practice, Situated Learning, Conversation Analysis and Second Language Acquisition (CL-SLA).
	7.2	Discuss the importance of Classroom interaction and language learning.
	7.3	Analyse and assess the concept of language learning outside the classroom.
8. Be able to explain socio-cultural theory and SLA.	8.1	Demonstrate in-depth understanding of the key factors involved in second language development.
	8.2	Demonstrate in-depth understanding of current models of SLA, and critically evaluate them.
	8.3	Identify a question for investigation in the area of SLA and review the current research literature in order to address it coherently.
	8.4	Identify limitations, gaps and contradictions in the knowledge base and propose questions for further investigation.
	8.5	Demonstrate a critical understanding of the relationship between SLA research and L2 pedagogy.
9. Provide an exploration of current trends in technology and language learning	9.1	Provide an overview of recent trends in technology and language learning.
	9.2	Examine the use of technology in Language Learning and assess its use in Early Childhood Learning (ECL).

QUALIFICATION FEATURES

2

PRINCIPLES OF ENGLISH LANGUAGE TEACHING AND REFLECTING ON PRACTICE

Unit Aim:

This unit looks at principles and theories which develop from and underpin the practice of language teaching. Its aims are to provide students with an advanced level understanding of how key theories of language and key theories of learning are related to approaches to language teaching; provide students with a critical overview of different approaches and methods in the field of language teaching, and conceptual frameworks for analysing, comparing and evaluating approaches and methods; provide students with a theoretically-informed understanding of the concept of a language education curriculum and how it relates to language teaching in different contexts; enable students to critically evaluate the following dimensions of the curriculum with reference to established perspectives: Syllabus Design, Learning Activities, Materials Design, Classroom Management, Roles of Teachers and Learners; Curriculum Development and Renewal Processes.

UNIT LEVEL 7 CREDIT VALUE 60 UNIT REFERENCE NUMBER

GLH 50 UNIT GRADING STRUCTURE FAIL/PASS

Assessment Guidance	One Externally Set and Externally Marked assignment (3500 words). It also includes video evidence of delivery practice and a portfolio of evidence that substantiates progression towards this delivery. This in effect is evidence of teaching and observing 20 lessons, evaluating those lessons and of preparing, teaching and resourcing (at least 10) lessons and delivering 4 lessons*. *Learners will have been teaching/observing and involved in feedback for a total of 20 hours of teaching practice, which will both enable them to reflect critically and evaluate their own and others' practice and in turn aid their professional development. This will be assessed as a portfolio of evidence, and video performance.
----------------------------	--

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:
1. Be able to communicate effectively in English Language Teaching (ELT)	1.1	Communicate through synchronous and asynchronous computer mediated communication.
	1.2	Communicate in a variety of written formats.
2. Be able to use ICT efficiently in ELT.	2.1	Use ICT skills appropriately in e-communication.
	2.2	Use ICT skills appropriately in the presentation and discussion of work, and teaching/learning issues.
	2.3	Demonstrate online interpersonal and collaborative skills in the presentation of work, tutorials and workshop discussions.
	2.4	Use ICT skills appropriately in the planning and development of group projects, and peer support.
3. Provide adequate resources for the use of ELT.	3.1	Identify, select and use critically in professional communication a range of reference resources, printed electronic.

	3.2	Monitor and evaluate professional activity including self-evaluation.
4. Be able to plan and design a programme for the delivery of ELT.	4.1	Design communicative language learning programmes and materials for ELT.
	4.2	Plan modules of ELT work for a range of different contexts and time frames.
	4.3	Assess and select materials and resources for different ELT contexts.
	4.4	Reflect on and evaluate the effectiveness of communicative approaches in a specified context.
	4.5	Link appropriate teacher and learner roles to classroom practice.
5. Understand the impact and development of ICT as a tool in ELT and Communicative Language Teaching (CLT).	5.1	Critically assess developments in CLT and evaluate their impact on pedagogic principles and practices in general and in own teaching context.
	5.2	Explain the relationship between language teaching and learning in ELT
6. Evaluate all processes of ELT from design and delivery through to theoretical rationale.	6.1	Describe, justify and evaluate the processes and outcomes of communicative course design in ELT.
	6.2	Evaluate ELT materials in terms of pedagogic principles and underlying theoretical rationale.
7. Be able to deliver inclusive teaching and learning.	7.1	Analyse the effectiveness of teaching and learning approaches used in ELT in relation to meeting the individual needs of learners.
	7.2	Explain theories in Second Language Teaching when meeting individual needs
	7.3	Analyse benefits and limitations of communication methods and media used in ELT
	7.4	Analyse the effectiveness of resources used in own area of ELT in relation to meeting the individual needs of learners.
	7.5	Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners.
	7.6	Demonstrate ways to promote equality and value diversity in own teaching
	7.7	Adapt teaching and learning approaches and resources, including technologies, to meet the individual needs of learners.
	7.8	Communicate with learners and learning professionals to meet individual learning needs.

8. Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning.	8.1	Assess and evaluate the effectiveness of own practices
	8.2	Identify areas for improvement in own practice in planning, delivering and assessing inclusive teaching and learning
	8.3	Revise practice based on identification of areas where improvement is needed.
	8.4	Explain changes in beliefs and practice professionalism and opportunities for professional development.
	8.5	Reflectively assess own experience in language teaching and learning as a whole.

QUALIFICATION FEATURES

3

RESEARCH REPORT

Unit Aim:

This unit provides the learner with an understanding of the methods and techniques used and required when carrying out formal research. The unit addresses a variety of research methodologies and offers the learner the opportunity to develop research skills.

UNIT LEVEL 7 CREDIT VALUE 60 UNIT REFERENCE NUMBER

GLH 50 UNIT GRADING STRUCTURE FAIL/PASS

Assessment Guidance An extended written assignment of 5,000–6,000 words

Learning Outcomes - The learner will:

1. Understand how to select a research question

2. Be able to conduct a literature review.

3. Understand techniques used to interpret data in a research proposal

4. Be able to choose the appropriate methodology to research the question

Assessment Criteria - The learner can:

1.1

Select a research question.

1.2

Explain the factors that contribute to the process of successful research question selection

1.3

Justify your choice of research question.

2.1

Conduct research to find literature relevant to the research question.

2.2

Undertake a critical review of the key literature for inclusion in a research proposal.

3.1

Evaluate techniques for use with quantitative data in a research proposal.

3.2

Evaluate techniques for use with qualitative data in a research proposal.

4.1

Evaluate appropriate research methodologies in terms of the research question.

4.2

Choose an appropriate methodology in terms of the research question.

4.3

Justify the methodology selected in terms of the research question

5. Be able to present the findings of a research proposal	5.1	Record findings on a research question, literature review and methodology in an agreed format.
	5.2	Summarise the findings using suitable methods
	5.3	Present the findings using suitable methods
	5.4	Critically analyse the findings.

ASSESSMENT

The assessment consists of

Unit 1 which has

- 2 Externally Set and Externally Marked assignments (2500 words each) and
- 1 Viva Voce Assessment (20 minutes)

Unit 2 which has

1 Externally Set and Externally Marked assignment (3000 words). It also includes video evidence of delivery practice and a portfolio of evidence that substantiates progression towards this delivery. This in effect is evidence of observing lessons, evaluating those lessons and of preparing, teaching, resourcing and delivering (at least ten) lessons – including the externally assessed video performance *.

*Learners will have been teaching/observing and involved in feedback for a total of 20 hours of teaching practice, which will both enable them to reflect critically and evaluate their own and others' practice and in turn aid their professional development.

Unit 3 which has

One extended written assignment of 5,000–6,000 words.

ACHIEVEMENT

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

- ☐ each written assignment (Units 1, 2 and 3)
- ☐ four teaching observations (Unit 2)
- ☐ the teaching practice portfolio (Unit 2)

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. Candidates will fail the assignment and unit where LRN discovers 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.

TOTAL QUALIFICATION TIME (TQT)

Guided learning hours (GLH)	150	
Self-study (SS)	450	
Formative Assessment (including internal assessment of portfolio)	9 hours across 3 units (9 hours maximum)	Total Assessment Time (TAT) 20 hours
Summative Assessment (including external assessment of portfolio)	11 hours across 3 units (11 hours maximum)	
Total Qualification Time	620 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 fail, pass, merit or distinction grades. Candidates need to achieve a pass in each of the three units to achieve the qualification. A pass must also be achieved in the portfolio, and in the teaching performance, 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 the qualification. These will be made 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 edition 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 edition. Cambridge: CUP.

Larsen-Freeman, D. 2000. Techniques and Principles in Language Teaching. 2nd 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