



Learning Resource Network

QUALIFICATION SPECIFICATION - LRN LEVEL 3 CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ELTAB)

Qualification Accreditation Number: 601/8223/4

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 05 |
| Qualification Overview | Page 06 |
| Qualification Features | Page 07 |
| Assessment | Page 10 |
| Total Qualification Time (TQT) | Page 11 |
| Grading | Page 12 |
| Results | Page 12 |
| Sample Assignments | Page 12 |
| Recommended Books | Page 13 |

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 accredited 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](#).

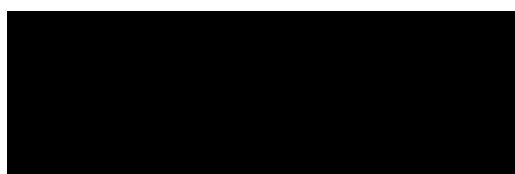
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LRN Qualifications

LRN qualifications are designed to be relevant, stringently assessed and a true reflection of a candidate's ability and knowledge. LRN qualifications are highly structured, offering a clearly marked progression route to higher education and professional development. Its qualifications are also standalone awards that have merit and value in themselves, so that if a candidate decides that they only wish or need to study up to a certain level, they can be assured – as can any potential employer – that they possess a qualification that totally equips them to work at that level and that they have demonstrated that they have the skills and knowledge to do so.

Introduction

This specification provides an overview to the LRN Level 3 Certificate in Teaching English to Speakers of Other Languages (ELTAB) for candidates, centres, administrators, employers, teachers and examiners. The specification outlines the key features and administrative procedures required for this qualification.

Objective

ELTAB is designed for candidates who wish to enhance their knowledge, understanding and teaching practice with regard to the English language. The qualification is an intensive programme of study which will enable candidates to gain a recognised teaching qualification, with a focus in teaching English to either speakers of other languages or for those who wish to teach English Language.

Candidate category

Candidates for the ELTAB are likely to include those:

1. needing to personally develop, or acquire practical skills, for a career in teaching;
2. with very limited or no qualifications or experience in teaching English to adults;
3. who wish to develop their understanding and/or gain a recognised Level 3 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 CEFR
- a good basic understanding of literacy, numeracy and ICT equivalent to Level 2
- access to at least 3 hours teaching practice in English Language education.

Prior basic teaching experience is not a prerequisite. Centres can manage their own entry requirements, based on experience and understanding as to the needs of the sector. It is essential for centres to carry out an initial assessment to determine the suitability for the course.

Knowledge, Skills and Understanding

Due to the nature of the qualification and required level of teaching ability, LRN must insist that candidates have the required knowledge, skills and understanding in the practices and principles of teaching.

Support and Recognition

This qualification has been developed with the support of centres who are currently delivering qualifications at this level in Education and Training or who plan to do so in the future.

Branding

Whilst the submitted title of this qualification is the LRN Level 3 Certificate in Teaching English to Speakers of Other Languages, the brand name of this qualification will be the ELTAB. LRN will ensure it provides accurate and correct information regarding the title of this qualification to centres, candidates and other users of this qualification.

Progression

ELTAB 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 4 (subject to individual Awarding Organisation (AO) requirements)
- A degree level program in a teaching related discipline
- Any other AO qualification at level 4 or above in teaching or other discipline (subject to individual AO requirements)

Recognition of Prior Learning (RPL)

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.

Teaching qualifications

This is a qualification for candidates who have very limited or no 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 three units on: language awareness and analysis; planning and managing the teaching and learning process; and the practical application of teaching skills in ELT

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, 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.

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.

Credit Values and Rules of Combination

Whilst LRN acknowledges the rules for the determination of credit is no longer a requirement, it has chosen to continue applying credit to its qualifications. Each unit within a qualification has a credit value and a level. The credit value specifies the number of credits that will be awarded to a candidate who has achieved the learning outcomes of a unit. The level is an indication of relative demand, complexity and depth of achievement and autonomy.

The learning time is a notional measure which indicates the amount of time a candidate at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria. Learning time includes activities such as directed study, assessment, tutorials, mentoring and individual private study. The credit value of the unit will remain constant in all contexts regardless of the assessment method or the mode of delivery. Candidates will only be awarded credits for the successful completion of whole units.

Each unit also contains information on guided learning hours (GLH). GLH are intended to provide guidance for centres on the amount of resource needed to deliver the programme and support candidates i.e. the time required for face to face delivery; tutorials, workshops and associated assessments. GLH are defined as all the time when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in; for example, open learning centres and learning workshops. It also includes time spent by staff assessing candidates' achievements. It does not include time spent by staff in day-to-day marking of assignments where the candidate is not present

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 | Language Awareness and Analysis in practical support of ELT | 3 | 4 | 35 | Externally set and marked assessment (online assessment) |
| 2 | Planning and Managing Teaching and Learning in ELT | 3 | 4 | 35 | Externally set and marked assessment (online assessment) |
| 3 | Applied teaching practice in the ELT classroom | 3 | 4 | 35 | Teaching observation for summative assessment (1 hour and 40 minutes) Minimum 5 students in observed sessions + Practice |

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, language functions and the four language modes, as well as a basic background to language learning and teaching. | | | |
| Unit Level | 3 | Credit Value | 4 |
| Unit Reference Number | | H/507/9648 | |
| GLH | 35 | Unit Grading Structure | Fail/Pass |
| Assessment Guidance | | Assessment (online) is by externally set and externally marked assessment. | |
| Learning Outcomes - The learner will: | | Assessment Criteria - The learner can: | |
| 1. Understand the application of basic concepts and associated terminology in relation to phonology, discourse, syntax, lexis and language functions. | 1.1 | Describe key terms involved in practical support of ELT, including (i) phonological, (ii) syntactic, (iii) lexical and functional aspects of English at discourse, (iv) sentence, (v) word, (vi) morpheme and (vii) phoneme level. | |
| | 1.2 | Analyse the processes enabling receptive and productive language skills to take place and apply them to support planning and managing the teaching and learning process. | |
| 2. Understand the application of basic concepts and associated terminology in relation to the four language skills for use in planning and managing the teaching and learning process. | 2.1 | Analyse how to use concepts and associated terminology in the application of listening skills for use in planning and managing the teaching and learning process. | |
| | 2.2 | Analyse how to use concepts and associated terminology in the application of speaking skills for use in planning and managing the teaching and learning process. | |
| | 2.3 | Analyse how to use concepts and associated terminology in the application of reading skills for use in planning and managing the teaching and learning process. | |
| | 2.4 | Justify the use of concepts and associated terminology in the application of writing skills for use in planning and managing the teaching and learning process. | |
| 3. Understand the barriers to, and opportunities for, teaching and learning in ELT. | 3.1 | Recognise the barriers that learners might encounter in acquiring language skills and provide practical support to overcome them. | |
| | 3.2 | Use different approaches to planning, managing and assessing the teaching and learning of language skills depending on learners' needs, context and communicative purpose. | |

| | | | |
|--|---|---|-----------|
| 2 | Planning and Managing Teaching and Learning in ELT | | |
| Unit Aim | | | |
| The purpose of the unit is to provide the learner with knowledge, understanding and skills relating to selecting and using resources as well as managing teaching and learning in ELT. It includes lesson planning and staging, classroom management and practical approaches to facilitating teaching and learning. | | | |
| Unit Level | 3 | Credit Value | 4 |
| Unit Reference Number | | K/507/9649 | |
| GLH | 35 | Unit Grading Structure | Fail/Pass |
| Assessment Guidance | | Assessment (online) is by externally set and externally marked assessment. | |
| Learning Outcomes - The learner will: | | Assessment Criteria - The learner can: | |
| 1. Know how to select and use appropriate resources in ELT | 1.1 | Select and justify the use of resources in meeting the needs of learners, which align with the purpose of the lesson. | |
| | 1.2 | Make effective use of resources to meet the needs of learners and lesson objectives. | |
| 2. Know how to plan a lesson or sequence of lessons | 2.1 | Explain the use of lessons and learning aims in order to meet the needs of learners | |
| | 2.2 | Analyse the components required within a lesson plan, to include (as a minimum): <ul style="list-style-type: none"> • lesson aims and objectives; • appropriate staging; • the needs of learners; • appropriate classroom activities; and • a basic degree of assessment and reflection. | |
| 3. Know how to manage the classroom and appropriate learning activities | 3.1 | Describe how to use appropriate, where necessary graded, language of instruction and feedback. | |
| | 3.2 | Justify the use of appropriate classroom management techniques, e.g. managing the classroom environment, grouping, pairing, choral and individual drilling, communication gap and transfer exercises, role plays and presentations. | |
| | 3.3 | Explain how to select appropriate activities to promote learning outside the classroom, e.g. homework activities and resources, projects and referral to educational activities and resources. | |

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|---|---|-------------------------------|---|--|
| 3 | Applied teaching practice in the ELT classroom | | | |
| Unit Aim | | | | |
| The purpose of the unit is to assess the learner's ability to apply background knowledge and practical approaches to planning, teaching and learning in the ELT classroom. It includes the preparation of a lesson or sequence of lessons, the selection and use of resources, lesson delivery, managing the classroom environment and learner behaviour, and a basic degree of assessment and reflection to feed back into the planning and preparation process. | | | | |
| Unit Level | 3 | Credit Value | 4 | Unit Reference Number D/507/9650 |
| GLH | 35 | Unit Grading Structure | Fail/Pass | |
| Assessment Guidance | Assessment is by formative and summative assessment. A portfolio must also be submitted for assessment. This will be internally assessed but externally moderated. A portfolio is required. | | | |
| Learning Outcomes - The learner will: | | | Assessment Criteria - The learner can: | |
| 1. Be able to plan and prepare a lesson or sequence of lessons | | | 1.1 | Construct a lesson plan stating appropriate learning aims and objectives to meet the learners' needs and purpose of the lesson. |
| | | | 1.2 | Plan for and prepare, by making use of appropriate techniques and resources, to address the learning aims and objectives stated in the lesson plan, ensuring a communicative focus supporting one or more language skills. |
| | | | 1.3 | Handle difficulties professionally and calmly ensuring suitable solutions are devised to address them. |
| | | | 1.4 | Plan for and implement assessment measuring techniques which are capable of delivering learning and reflection opportunities which aid in the planning process. |
| 2. Be able to manage the teaching and learning process | | | 2.1 | Deliver an appropriately staged and timed lesson addressing appropriate learning aims and objectives. |
| | | | 2.2 | Grade the language of instruction and feedback according to the learners and context, supporting clarity of purpose. |
| | | | 2.3 | Use appropriate techniques and resources to meet the learning aims and objectives stated in the lesson plan, ensuring a communicative focus supporting one or more language skills. |
| | | | 2.4 | Evaluate potential difficulties which learners may encounter and devise suitable solutions to address them, including measures in order to manage learner behaviour and overcome phonological, syntactic and lexical challenges. |
| 3. Be able to act professionally towards learners and colleagues | | | 3.1 | Address, instruct, provide feedback and advise learners respectfully and effectively. |
| | | | 3.2 | Respond positively and appropriately to feedback |

| | |
|-----|--|
| 3.3 | Adhere to relevant parameters given within the professional context like lesson timings, punctuality, and maintenance of classroom order, health and safety. |
|-----|--|

Assessment

The assessment approach for this qualification is as follows:

- Units 1 and 2 which are assessed by an online written assessment. The content of the exam is set and marked by LRN;
- Unit 3 which is assessed by a 1 hour 40 minute end of unit (summative) assessment.

Amplification of the assessment approach (per unit)

For Units 1-2, candidates are required to complete a single **assessment (per unit)** which will be marked by an examiner, appointed by LRN. LRN intends to provide results within 6 weeks of the exam having taken place.

Each paper comprises a number of multiple choice, short response and gap fill items. Paper 1 (unit 1) comprises 71 questions and paper 2 (unit 2) comprises 72 questions. The time allocation for both papers is 70 minutes (for each paper). Each question is worth 1 mark. The pass rate for each exam is 32.

For Unit 3, candidates are required to complete teaching practice (formative assessment) over the duration, as specified by the centre. The summative assessment session must be 1 hour and 40 minutes in duration. Feedback must be given and clearly documented.

Evidence must be clearly shown in the form of lesson plans, schemes of work, evaluation statements and include a range of resources. The assessment is marked by the centre but is subject to enhanced moderation by LRN. The breakdown in time for the assessment is decided by the centre. However, it is essential that the total allocated assessment time be shown. The assessment sessions must be summative in nature, including preparation, planning and delivery.

Candidates must prepare, and present, a portfolio which contains evidence of their formative and summative teaching sessions. Evidence is likely to include a combination of the following types of evidence:

- Lesson plans
- Schemes of work
- Resource plans (maximise internal resource provision)
- Classroom layout (plans, diagrams or notes)
- Reflective/evaluative notes/reports
- Teaching log

LRN will sample the portfolios post assessment by the centre. Evidence within the portfolio must make clear and specific references to the Common European Framework of Reference for Languages (CEFR). **A pass grade in all 3 units is required in order for candidates to achieve the qualification.** There is no compensatory element to this qualification. The teaching practice portfolio will be assessed internally against criteria specified by LRN. LRN will also subject a sample of portfolios to enhanced moderation.

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) | 105 | |
| Self-study (SS) | 35 | |
| Formative Assessment | 4 hours across 3 units. | Total Assessment Time (TAT) 8 hours |
| Summative Assessment | 4 hours across 3 units. | |
| Total Qualification Time | 148 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 three units. A pass must also be achieved in the portfolio which will be assessed internally but will be subject to external moderation. **There is no compensatory element to this qualification.**

Results

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

Samples Assessments

LRN will provide a range of sample assessment material for this qualification (units one and two only) and will provide these via its centre's portal.

RECOMMENDED BOOKS

Bragg, M. 2004 The Adventure of English, New York, Sceptre

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

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

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

Crystal, D. 1996, Discover Grammar, London, Longman Crystal, D. 2009, Txtng: the gr8 db8, Oxford, Oxford University Press.

Crystal, D. 2003 The Cambridge Encyclopedia of the English Language Cambridge, Cambridge University Press.

Crystal, D. 2005, How Language Works: How Babies Babble, Words Change Meaning and Languages Live or Die, New York, Penguin.

Crystal, D. 2nd edition 2002, The English Language: A Guided Tour of the Language, London, Penguin Books.

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

Mullany, L. and Stockwell, P. 2010 Introducing English Language: A Resource Book for Students, Abingdon, Routledge.

Thorne, S. 1997, Mastering Advanced English Language, Basingstoke, Palgrave.

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

Truss, L. Paperback edition, 2009, Eats, Shoots and Leaves, London, Fourth Estate.

Yule, G. 2014 The Study of Language, 5th edition, Cambridge, Cambridge University Press.

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/>

English File

Accompanies the English File course book series but lots of useful exercises for grammar, pronunciation, writing and vocabulary which can be used independently. Just choose your level.

<https://elt.oup.com/student/englishfile/?cc=gb&selLanguage=en>

English Language Centre Study Zone

Site divided by levels to practise grammar, vocabulary and reading.

<http://web2.uvcs.uvic.ca/elc/studyzone/>

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/>

Videos (with subtitles and vocabulary exercises)

Lots of short videos, filtered by “academic”, “business”, “social” etc. with follow-up exercises

<http://www.englishcentral.com/videos#>