

Higher National Unit specification

General information for centres

Unit title: Teaching through English: Basic language methodology for the bilingual teacher (IBTQ)

Unit code: F1AY 35

Unit purpose: This Unit is designed to develop basic methodological approaches to delivering educational programmes using the English language as the medium of instruction. It provides candidates with the basic skills needed to deliver programmes in English to learners for whom English is not a first language. The Unit is a component of the International Bilingual Teaching Qualification (IBTQ). It is intended solely for candidates whose mother tongue is not English.

On completion of the Unit the candidate should be able to:

- 1 Develop, implement, and monitor the effectiveness of learning routines for maintaining English as the predominant language of communication in the learning environment.
- 2 Analyse an agreed sample of teaching materials, identifying potential language problems for learners who are not native speakers of English, and outlining strategies to overcome these problems in a specific bilingual teaching context.
- 3 Develop, deliver and evaluate a suitable learning and teaching activity in a specific bilingual context.

Credit points and level: 1 HN credit at SCQF level 8: (8 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Candidate must be non-native speakers of English, and should be involved in teaching in a bilingual context. Although candidates are expected to be qualified to degree level in their chosen field or instruction, previous teaching qualifications are not required. Candidates should have skills in ESOL at SQA Higher level (SCQF level 6) or IELTS (International English Language Testing System) certificate at level 6.5.

Core Skills: There are opportunities to develop the Core Skills of Problem Solving, Working with Others and Communication at SCQF level 6, in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

General information for centres (cont)

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject areas of the Group Award to which it contributes. This is a mandatory Unit in PDA: Introduction to Bilingual Teaching (for lecturers) and it is recommended that it should be taught and assessed within this framework.

Delivery of this Unit can be integrated with the Unit: Bilingual Teaching — Delivery and Assessment. The Candidate should have access to a workplace where evidence to meet the Performance Criteria can be generated.

Assessment: This Unit will be assessed by Performance and Written evidence. Candidates are required to undertake three oral and written assignments along with at least one observation of teaching practice. It is recommended that the assessments for Outcomes 2 and 3 are linked; the teaching activity outlined in Outcome 3 should follow on from the materials which are analysed in Outcome 2. There must be arrangements in place to ensure the authenticity of the work produced.

There may be opportunities for integrating the assessment of Outcomes 2 & 3 with the assessment for the Unit: Bilingual Teaching — Planning and Outcome 1 of the Unit Bilingual Teaching — Delivery and Assessment.

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Develop, implement and monitor the effectiveness of learning routines for maintaining English as the predominant language of communication in the learning environment.

Knowledge and/or Skills

- ◆ Methodological procedures and classroom management language to establish English as the predominant means of communication for learning and teaching
- ◆ Classroom management strategies for long-term maintenance of English as the language of communication in a bilingual context
- ◆ Basic rationale for error correction and awareness of simple techniques for dealing with error in spoken and written production
- ◆ Working with the four language skills ie reading, writing, listening and talking
- ◆ Constructive feedback skills — both verbal and written

Evidence Requirements

Candidates will provide performance (product) evidence of being able to develop, implement and monitor the effectiveness of learning routines in the English language.

The candidate will develop, implement and monitor the effectiveness of at least 3 learning routines from the workplace:

- ◆ one for a large group
- ◆ one for a small group
- ◆ one for a pair of learners

The candidate should record the development and implementation of these routines in the classroom, over 20 hours of learning and teaching, and monitor their effectiveness. Reference should be made, where appropriate, to the development of each of the four language skills, as well as to the accuracy, fluency and vocabulary development of the learners. This information should be covered in the form of a formal oral presentation to the candidate's assessor, lasting no longer than 10 minutes, which should:

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- ◆ Outline 3 strategies to sustain the use of English — one for large groups, one for small groups and one for pair work, making reference where necessary to the development of the four language skills, as well as accuracy, fluency and vocabulary development.
- ◆ Cover the benefits and drawbacks to the learner and the teacher of each strategy.

In addition, the candidate will provide written/oral evidence on the form of a commentary of between 800 and 1,000 words in length showing they can:

- ◆ Describe at least 3 learning routines for teachers and learners which promote English as the language of instruction. This will include one instance when the use of the mother tongue is essential or desirable. The description should relate to both teacher and learner talk. The classroom management skills should be in keeping with the content and learning aims of the programme.
- ◆ Produce written work in English that is largely error — free and incorporates a minimum standard layout using sentences, paragraphs, headings and subheadings.

Assessment Guidelines

Candidates will need to ensure that they record and comment on the developing, implementing and monitoring of the learning routines and strategies over a period of time. The candidate may find it of benefit to do this using a log book style.

Outcome 2

Analyse an agreed sample of teaching materials, identifying potential language problems for learners who are not native speakers of English, and outline strategies to overcome these problems

Knowledge and/or Skills

- ◆ Areas of language which are likely to cause problems for learners in a specific bilingual context, with reference to receptive and productive skills, accuracy, fluency, and vocabulary development
- ◆ Basic principles for analysing and evaluating teaching materials which are in the English language
- ◆ Strategies for adapting and supplementing these materials to increase learning for bilingual learners

Evidence Requirements

Evidence for the knowledge and skills in this Outcome will be provided by the completion of a written assignment of between 800 and 1000 words in length.

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The candidate should:

- ◆ Analyse and comment upon a sample of teaching material to be used in the delivery of a programme.
- ◆ Accurately identify potential problems for bilingual learners.
- ◆ Suggest ways of adapting/supplementing the material to increase learning in the bilingual classroom.
- ◆ Analyse a minimum of 4 pieces of teaching materials. The selection of an appropriate sample of material should be agreed with the assessor.
- ◆ Demonstrate the ability to produce written work in English that is largely error-free and incorporates a minimum standard layout using sentences, paragraphs, headings and subheadings.

Assessment Guidelines

Candidates will need to explain clearly the potential barriers to learners' full understanding within the sample material. Strategies to increase the effectiveness of the material should be outlined.

There may be opportunities for integrating the assessment of this Outcome with the assessment for the Unit: Bilingual Teaching — Planning.

Outcome 3

Develop, deliver, and evaluate a suitable learning and teaching activity in a specific bilingual context

Knowledge and/or Skills

- ◆ Strategies for adapting or extending English language materials to increase clarity and learning for bilingual learners, with reference to the four language skills, accuracy, fluency, and vocabulary development
- ◆ Basic principles of incorporating language development within subject specific teaching materials to maximise learning in a bilingual context
- ◆ Ability to reflect upon and evaluate own teaching performance

Evidence Requirements

Candidates should provide performance evidence by delivering at least one observed teaching session in a bilingual teaching environment. The session should last for a minimum of 45 minutes.

During the observed session the candidate should:

- ◆ Meet the aims and objectives of the planned session and the learners' needs.
- ◆ Engage and motivate the learners.
- ◆ Promote learning, independent learning and English language development through the effective use of an appropriate learning and teaching activity.
- ◆ Encourage the learners to use suitable English language learning resources.

Candidates should provide written evidence in the form of a written assignment of between 800 and 1,000 words in length.

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The candidate should:

- ◆ Describe the context in which the activity is to be used.
- ◆ Explain the rationale for the activity.
- ◆ Provide a post-lesson evaluation, analysing the overall effectiveness of the activity and making recommendations for improvement.
- ◆ Reflect upon and critically evaluate own teaching performance.
- ◆ Demonstrate the ability to produce written work in English that is largely error-free and incorporates a minimum standard layout using sentences, paragraphs, headings and subheadings.

The lesson plan with additional teaching and learning materials for the observed session should be appended to the assignment. These materials do not form part of the assignment word count.

Evidence must be generated in the workplace. The Unit and group of learners, selected by the candidate, must be agreed with his/her assessor.

Assessment Guidelines

Candidates will need to identify the session for delivering to a group of learners covering both performance and knowledge evidence. Assessment of the candidate's ability to deliver an effective learning and teaching activity within a teaching session should be recorded on a checklist.

The activity should be integrated into delivery of a lesson, which occurs as part of the candidate's normal teaching activities, and which will be observed.

It is recommended that the assessment for Outcomes 2 and 3 are linked; the teaching activity outlined in Outcome 3 should follow on from the materials which are analysed in Outcome 2.

There may be opportunities for integrating the assessment of this Outcome with the assessment for Outcome 1 of the Unit Bilingual Teaching — Delivery and Assessment.

Administrative Information

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Higher National Unit specification: support notes

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This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit has been developed as part of the PDA: Introduction to Bilingual Teaching (for lecturers). A second Unit is available as part of the PDA: Advanced Bilingual Teaching (for lecturers). These Units aim to improve candidates' ability to deliver courses in environments where both learners and teachers are non-native speakers of English, but where English is the medium of instruction. There are opportunities to integrate the observation assessment in Outcome 3 of this Unit with the observation assessment in Outcome 1 of the Unit — Bilingual Teaching: Delivery and Assessment (IBTQ).

This Unit focuses on practical strategies for delivering learning programmes in the medium of English. It develops awareness of classroom skills and strategies to establish and maintain English as the medium of instruction, and introduces basic skills in analysing and supplementing learning and teaching materials. The following areas should be covered within the content of this Unit:

Outcome 1: Classroom management in a bilingual context

- ◆ Classroom management language — as relevant to age and stage of learners.
- ◆ Classroom management strategies to maintain English as the language of communication in the classroom.
- ◆ Strategies for maintaining English as the language of communication in pair work, group work, and whole class teaching.
- ◆ The role of accuracy and fluency in the bilingual classroom.
- ◆ Error correction — underpinning principles.
- ◆ Techniques for error correction in spoken and written work.
- ◆ Language learning approaches — for young learners or adults, as appropriate.

Outcome 2: Materials Analysis

- ◆ Identifying language requirements for tasks.
- ◆ Anticipating problems for specific groups of learners.
- ◆ Adapting materials for the bilingual classroom to maximise learning gains. Adaptation activities could include 'chunking' for reading and listening, vocabulary development activities, note-taking skills, pronunciation activities, discussion frameworks, note-taking practice, and assessment practice.
- ◆ Use of support materials, including reference materials such as dictionaries, grammar reference books, visual aids, and real objects, as appropriate for each learning group.

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Outcome 3: Developing teaching activities to support bilingual learners

- ◆ Activity types to maximise learning gains in listening, speaking, reading, and writing.
- ◆ Study skills for learning in English.
- ◆ Activities in support of increased fluency.
- ◆ Activities in support of increased accuracy.
- ◆ Activities for vocabulary development.
- ◆ Supporting learners with assessed work.
- ◆ Conventions for submitting assessed work as appropriate to age and attainment level of learners; for example, project work with young learners, or academic conventions within an HN programme.
- ◆ Specialised techniques as relevant to the age and attainment levels of learners — working with young learners, working with adult beginners, working within Diploma programmes, etc.

Guidance on the delivery and assessment of this Unit

Teaching through English is a highly practical Unit. When generating evidence for the assessments linked to each Outcome, it is essential that the evidence generated arises naturally from the actual learning and teaching processes in the bilingual classroom. It is important that candidates are encouraged to reflect upon and evaluate their classroom practices.

Candidates should be aware that the English language teaching skills which will be developed in this Unit are a means to an end — that of delivering programmes effectively in a specific bilingual context. Wherever possible, linkages should be made with the broader context of the IBTQ award. It is strongly recommended that there is an integrated approach to observation of the candidates undertaking their normal teaching activities.

During the delivery of the Unit it is recommended that candidates have opportunities to undertake formative tasks, but similar to the summative assessment tasks. In particular, it is important that classroom management skills and strategies be developed and consistently implemented as soon as possible in the delivery of the Unit; the evidence for the Unit must be gathered over a period of time. It is recommended that the assessment evidence for Outcome 2 and Outcome 3 be linked. The teaching activity for Outcome 3 can thus arise naturally out of the materials analysis carried out for Outcome 2.

Opportunities for developing Core Skills

All elements of the Core Skill of Problem Solving will be naturally developed and enhanced as candidates develop and monitor effective routines in the learning environment. Planning and delivering effective teaching will involve critical thinking and the identification of aims tailored to learner needs, organisational requirements and available resources. Designing, effectively implementing and monitoring teaching strategies which maintain classroom communication in English will allow review and adjustment to meet learner needs. Reflection and evaluation of teaching performance will include consideration of progression opportunities.

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There will be many practical ways to enhance skills in managing co-operative working. Some negotiation with learners will be appropriate in order to build on and maximise the strengths of all involved in the learning process. Candidates should demonstrate understanding of the physical, emotional and cultural needs of learners and review of achievement will be on-going.

Oral communication skills will be developed in questioning, giving information and responding to others in the most appropriate way to progress learning. An ability to signpost key points and adapt register and style to the needs of learners will be integral to achievement. Analysing and responding to the needs of others will involve using a range of verbal and non-verbal communication techniques to demonstrate assertive and supportive behaviour as appropriate. Exploration of the value and impact of open and closed questioning and use of a range of active listening techniques is an essential aspect of competence.

The need to develop efficient systems of accessing, recording and storing information for ease of reference, such as log books, diaries, and folders should be emphasised. Written evidence in report form must be clearly expressed, use a formal structure, with accurate language, spelling and punctuation. Candidates also need to produce and present teaching materials to a professional standard. Resources available could include appropriate software packages to support accuracy and the effective presentation of information.

Open learning

For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality of Open and Distance Learning* (SQA 2000).

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Teaching through English: Basic language methodology for the bilingual teacher (IBTQ)

What this Unit is about:

This Unit aims to improve candidates' ability to deliver stimulating courses in learning environments where both learners and teachers are non-native speakers of English, but where English is the medium of instruction. Practical strategies for delivering learning programmes in the medium of English are the main focus and how to encourage and support students to develop their language skills is also paramount.

You will learn how to:

- ◆ Identify and overcome potential barriers so that English can be established as the predominant means of communication for learning and teaching.
- ◆ Use simple techniques for dealing with error in spoken and written production.
- ◆ Provide constructive and supportive feedback.
- ◆ Analyse and evaluate learning materials which are likely to cause problems for learners and then adapt or supplement them to aid learner understanding.
- ◆ Promote learning, independent learning and English language development through the effective use of an appropriate learning and teaching activity.
- ◆ Become a reflective practitioner.

On completion of the Units you will be able to:

- ◆ Develop, implement and monitor the effectiveness of learning routines for maintaining English as the predominant language of communication in the learning environment.
- ◆ Analyse an agreed sample of teaching materials, identifying potential language problems for learners who are not native speakers of English, and outline strategies to overcome these problems.
- ◆ Develop, deliver, and evaluate a suitable learning and teaching activity in a specific bilingual context.