

Higher National Unit specification

General information for centres

Unit title: Teaching through English: Promoting language development for bilingual learners (IBTQ)

Unit code: F1B0 36

Unit purpose: This Unit is designed to promote and consolidate sound methodological approaches to delivering programmes at all levels using the English language as the medium of instruction. It provides candidates with the skills needed for sustained delivery of programmes in English to learners for whom English is not a first language. The Unit also develops strategies for combining the development of English language skills with the delivery of subject specific programmes. 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 Plan a series of lessons delivered in English as part of a learning programme, in a bilingual learning and teaching environment.
- 2 Develop an English language support programme for a group of learners.
- 3 Implement, monitor, and evaluate the effectiveness of an English language support programme for a group of learners.

Credit points and level: 1 HN credit at SCQF level 9: (8 SCQF credit points at SCQF level 9*)

**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: Candidates must be non-native speakers of English, and should be involved in teaching at any level in a bilingual context. Although candidates are expected to be qualified to degree level in their chosen field of instruction, previous teaching qualifications are not required. Candidates should have skills in ESOL at SQA Higher level (SCQF level 6) or equivalent. Candidates should also have completed the SQA Unit *Teaching through English: basic language methodology for the bilingual teacher*.

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 area of the Group Award to which it contributes.

This is a mandatory Unit in PDA: Advanced 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 Units:

- ◆ DW6R 35 *Bilingual Teaching: Facilitate Learning, Teaching and Assessment*
- ◆ DW6T 36 *Bilingual Teaching: Plan and Prepare the Learning Experience*

The candidate should have access to a workplace where evidence to meet the Outcomes can be generated.

Assessment: This Unit will be assessed by written/oral and performance evidence. The candidate is required to produce a plan for the delivery of a series of three lessons, which are part of the candidate's normal teaching activity, and will be delivered to a group of bilingual learners. In addition they must develop a work plan for a small group of learners, which covers a minimum period of 8 weeks.

Candidates will be assessed by observation of giving feedback to an individual learner or small group learners. They are required to carry out an evaluation of the learning experience and reflect on their own practice.

Assessment of this Unit can be integrated with the Units:

- ◆ DW6R 35 *Bilingual Teaching: Facilitate Learning, Teaching and Assessment*
- ◆ DW6T 36 *Bilingual Teaching: Plan and Prepare the Learning Experience*

Higher National Unit specification: statement of standards

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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.

The Unit will be assessed holistically by combining Outcomes 1, 2 and 3 for assessment purposes. Evidence Requirements and Assessment Guidelines for the Unit appear after Outcome 3.

Outcome 1

Plan a series of lessons delivered in English as part of a learning programme, in a bilingual learning and teaching environment

Knowledge and/or Skills

- ◆ Areas of English language which are likely to cause problems for learners
- ◆ Principles of planning.
- ◆ Writing aims and objectives
- ◆ Setting learning goals
- ◆ Selection of appropriate activities to maintain use of English in the classroom over a series of lessons.
- ◆ Integration of language support activities within a specific programme

Outcome 2

Develop an English language support programme for a group of learners

Knowledge and/or Skills

- ◆ Principles of materials evaluation and adaptation
- ◆ Selection and adaptation of appropriate activities to maintain use of English in the classroom over a series of lessons
- ◆ Selection and adaptation of appropriate self-study materials and techniques with the aim of improving English language competence
- ◆ Ability to assess and prioritise English language learning needs for a group of learners
- ◆ Familiarity with appropriate language support materials, including dictionaries, grammar practice material, and other suitable support materials as required

Higher National Unit specification: statement of standards (cont)

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Outcome 3

Implement, monitor, and evaluate the effectiveness of an English language support programme for a group of learners

Knowledge and/or Skills

- ◆ Use of appropriate activities to maintain use of English in the classroom over a series of lessons
- ◆ Classroom techniques for developing communicative competence in the four language skills, fluency, accuracy, and vocabulary development
- ◆ Ability to categorise and prioritise activities in response to learner errors
- ◆ Techniques for correcting errors in spoken and written production
- ◆ Effective error correction, and feedback techniques
- ◆ Ability to direct a group of learners in effective self-study activity for the development of English language skills
- ◆ Ability to assess and record learner progress, and barriers to progress, on a language support programme
- ◆ Techniques to evaluate the overall effectiveness of language support activities
- ◆ Critical reflection on own teaching practice

Evidence Requirements for the Unit

Evidence for the knowledge and skills in this Unit will be provided by:

- ◆ the preparation of a series of lessons which will form the basis for the development of an English language support programme
- ◆ the development of English language support programme
- ◆ the implementation of the English language support programme and
- ◆ the monitoring and evaluation of the effectiveness of the English language support programme

This evidence will be generated through the completion of a Practical Teaching Assignment undertaken in the workplace, in normal working conditions.

Candidates will provide performance (product) evidence in the form of:

- 1 A plan for the delivery of a series of three lessons, each of which must last a minimum of 45 minutes. The plan must contain lesson aims, detailed procedures, and rationale. The planning evidence must focus on the methodology used to maintain English as the language of communication and to maximise learning from the use of English in the learning environment. The planning documentation must contain between 500–750 words. The lessons should form part of the candidate's normal teaching activity, and will be delivered to a group of bilingual learners.

Higher National Unit specification: statement of standards (cont)

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- 2 A work plan, for the small learning group of between 5–10 learners, which covers a minimum period of 8 weeks. Language support activities, which will lead to skills development, must be identified within the plan. A self-study element for the learners must also be incorporated, linked to available materials and resources. Classroom techniques should be selected which will support and improve communicative competence on the specific programme.
- 3 An observation of the candidate's feedback session to an individual or small group. The feedback session must last a minimum of 10 minutes and be held in English. The candidate must demonstrate effective feedback techniques. The emphasis of the feedback should be on the learners' language competence and support strategies to improve the learners' language development, referring to the four language skills.
- 4 A post-teaching evaluation of the series of three lessons. The evaluation should analyse the overall effectiveness of the sequence of lessons, and highlight necessary areas of language development for the learning group. The post-teaching evaluation should contain between 500–750 words.

Candidates will provide written evidence in the form of:

- 1 A group profile and English language learning needs analysis, which will highlight the development needs of the four language skills, and also fluency, accuracy, and vocabulary development. The profile and language learning needs analysis will be for a small group of learners comprising a minimum of 5 and a maximum of 10 learners.

The group profile, learning needs analysis and work plan should be completed in 1,000–1,200 words in length.

- 2 A journal of 800–1,000 words in length. The journal must include:
 - (a) a description of the implementation of a language support programme
 - (b) the in-class and self-study activities used in the lessons
 - (c) a record of the progress of the group over a period of a minimum of eight weeks.
 - (d) entries at no fewer than three different points in time.
 - (e) an evaluation of the overall effectiveness of the programme in terms of enhanced learning
 - (f) suggestions for improvement.
- 3 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 for the Unit

Candidates will need to identify a Unit or programme of learning, covering both performance and knowledge evidence, to deliver to a group of learners.

Assessment of this Unit can be integrated with the Units:

- ◆ DW6R 35 *Bilingual Teaching: Facilitate Learning, Teaching and Assessment*
- ◆ DW6T 36 *Bilingual Teaching: Plan and Prepare the Learning Experience*

Administrative Information

Unit code:	F1B0 36
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Higher National Unit specification: support notes

Unit title: Teaching through English: Promoting language development for bilingual learners (IBTQ)

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: Advanced Bilingual Teaching (for Lecturers). An initial Unit exists as part of the PDA: Introduction to Bilingual Teaching (for Lecturers). These Units aim to improve candidates' ability to implement learning and teaching programmes in learning environments where both lecturers/teachers and learners are non-native speakers of English, but where English is the medium of instruction. Both are highly practical Units and must relate at all times to a specific bilingual teaching context.

This Unit focuses on extending the basic skills covered and awareness raised in the Unit *Teaching through English: Basic language methodology for the bilingual teacher*. Candidates are now expected to use English routinely as the language of instruction in the bilingual classroom, and to provide evidence of the sustained use of English over a period of time.

The language support programme introduces the concept of supporting learners in self-study and learner autonomy; it is intended to equip candidates with skills to promote increasing learner independence in the bilingual classroom. Learner autonomy must be interpreted with reference to the age and current English language attainment level of the learners.

In keeping with the philosophy of the IBTQ, candidates are expected to reflect upon and critically evaluate their teaching and activities in support of learner. This element of self-reflection means that formative and summative assessment for the Unit must be firmly grounded in practical teaching and learning activity.

The following areas should be covered within the content of this Unit:

Outcome 1: Plan a series of lessons delivered in English, in a bilingual learning and teaching environment

- ◆ How to ensure the consistent use of English in classroom routines and procedures.
- ◆ How to increase learning gains in individual, pair work, group work, and whole class teaching.
- ◆ Maximising use of English within the four skills, to include:
 - Speaking — pronunciation skills; discussion skills; presentation skills
 - Reading and Listening skills
 - Writing skills, as relevant to age and attainment level: for example, creative writing for young learners; drafting, redrafting, and structuring; conforming to UK academic conventions for learners on HN programmes.

Higher National Unit specification: support notes (cont)

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Outcome 2: Develop a language support programme

- ◆ Group and individual language learning needs analysis.
- ◆ Techniques to support self-study and learner autonomy.
- ◆ Techniques for error correction, including peer correction, group work, teacher-led work, and whole class activities.
- ◆ Finding and adapting resources to meet your learners' needs.
- ◆ What is a 'good' language learner?
- ◆ Techniques to promote learner autonomy.

Outcome 3: Monitor and evaluate a language support programme

- ◆ The feedback cycle.
- ◆ The role of feedback.
- ◆ Error analysis and the prioritisation of error.
- ◆ Promoting effective language learning strategies.
- ◆ Providing language learning feedback to learners.
- ◆ Using formative assessment to measure learning gains.
- ◆ Evaluating a short self-study programme.
- ◆ Supporting learners to self-evaluate.
- ◆ Gathering language learning feedback from learners.

Guidance on the delivery and assessment of this Unit

This is a highly practical Unit. When generating evidence for the holistic assessment linked to all of the Outcomes, 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 and the language development of their learners.

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 subject specific programmes more 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. The candidate should be guided to understand the holistic route through this Unit from the series of lessons which will identify the group of learners who require support and will then inform the development of the learning support programme. From there to the skills and strategies required to implement and monitor the developed support programme. In particular, it is important that the skills required to undertake an accurate and truly representative learning needs analysis are developed and the results interpreted correctly.

Higher National Unit specification: support notes (cont)

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Opportunities for developing Core Skills

All elements of the Core Skill of Problem Solving will be naturally developed and enhanced as candidates develop, implement, monitor and evaluate an effective English language support programme for a group of learners. Setting learning goals will involve critical thinking and the identification of aims and objectives tailored to learner needs, organisational requirements and available resources. Categorising and prioritising activities in response to learner errors will involve adapting appropriate activities and techniques to meet a range of needs. Review and adjustment will be on-going in critical reflection on teaching performance.

There will be many practical ways to enhance skills in Working with Others. Some negotiation with learners will be appropriate in order to build on and maximise the strengths of all involved in the learning process. Effective use of feedback techniques, and the ability to encourage and direct approaches to study will require an analytical approach to the physical, emotional and cultural needs of learners.

Underpinning knowledge for the Unit requires an understanding of all communication Core Skill elements. Personal skills in oral communication will be developed in questioning, giving information and correcting errors in the most appropriate way to progress learning. An ability to 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. Oral evidence should be coherent and clearly expressed. Written evidence should be well structured, using accurate language, spelling and punctuation.

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: Promoting language development for bilingual learners (IBTQ)

What this Unit is about:

The Unit aims to develop your ability further:

- ◆ To recognise the language learning needs of your learners.
- ◆ To use support strategies and learning tools to mature the learners' use of the English language.
- ◆ To adapt and supplement learning materials for the learners' benefit.
- ◆ To identify improvements you can make to your teaching process.

You will learn how to:

- ◆ Design lessons to sustain classroom interaction in English, and build on established classroom routines and strategies.
- ◆ Identify potential problems for specific groups of bilingual learners, and adopt strategies to minimise identified problems.
- ◆ Adapt/supplement materials to make them more suitable for your specific bilingual context.
- ◆ Analyse the overall effectiveness of your teaching, giving reasons why certain aspects were or were not effective.
- ◆ Design a practical and appropriate language support programme; select self-study activities for learners, linked to suitable support materials.
- ◆ Identify progress for the learning group, with reference to the development of language skills, and accuracy, fluency, and vocabulary development.
- ◆ Recognise barriers to progress, and implement support strategies for future improvement.
- ◆ Use feedback techniques to encourage learner participation in the discussion process.

On completion of the Units you will be able to:

- ◆ Plan a series of lessons delivered in English as part of a learning programme, in a bilingual learning and teaching environment.
- ◆ Develop an English language support programme for a group of learners.
- ◆ Implement, monitor, and evaluate the effectiveness of an English language support programme for a group of learners.