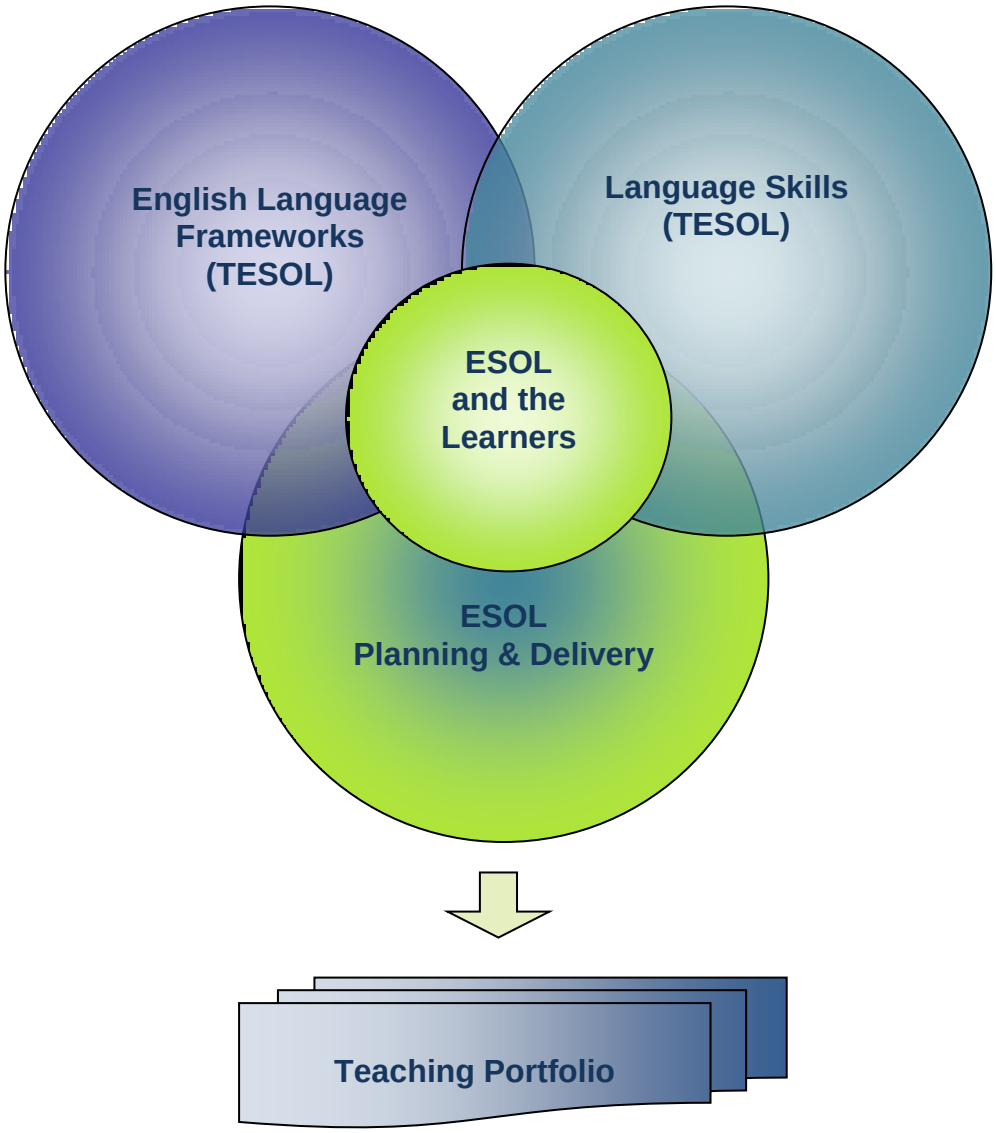
Assessment Strategy

GA53 49 PDA in TESOL at SCQF level 9



Contents

Introduction 1
Assessment Overview — The Final Portfolio 2
Assessments across Units 3
Assessment requirements 4
Assessment breakdown 5
Teaching Practice Component 7
Appendix 1: Unit Outcomes and Evidence Requirements 13
Appendix 2: Assessment Map 15
Appendix 3: Final Portfolio Checklist 17

Introduction

The PDA in TESOL (Teaching English to Speakers of Other Languages) at SCQF level 9 is a subject specific teaching qualification designed to provide training for candidates who deliver, or intend to deliver, ESOL in contexts and settings such as colleges, community learning, voluntary, workplaces or wherever there is a need for ESOL teaching. The award is suitable for candidates without TESOL experience and those already involved in TESOL who require a nationally recognised TESOL qualification.

The PDA in TESOL is a practical award, which requires candidates to demonstrate their ability to deliver ESOL successfully by completing an in-depth learner profile and group profiles, observing experienced practitioners, and preparing, planning and delivering ESOL lessons. Teaching practice assessments include analyses of language points and texts and evaluation of materials for teaching.

This Strategy is a guide to the assessment requirements, which centres delivering this qualification are recommended to use. Centres must ensure that assessments meet the standards for Level 9 qualifications and that references are provided in written assessments where appropriate.

There are four mandatory Units in the PDA in TESOL Group Award:

FE71 36 *ESOL and the Learners*
FE70 36 *English Language Frameworks (TESOL)*
FE6Y 36 *Language Skills (TESOL)*
FE72 36 *ESOL Planning and Delivery*

Full details of all Outcomes, Evidence Requirements, and guidance on individual assessments are contained in the Unit specifications.

The four Units are intended to be taught as a holistic integrated course, not in a sequential way. Each of the four Units has a different focus, but the award should be approached as a **complete programme**, comprising a portfolio of assessments (see the Assessment Map in **Appendix 2**). *ESOL and the Learner*s, *English Language Frameworks (TESOL)* and *Language Skills (TESOL)* could, theoretically, be delivered as individual stand-alone Units but the *ESOL Planning and Delivery Unit* is evidenced in the form of a Teaching Portfolio which includes all the assessments from the other three Units.

The completed portfolio contains evidence, in accordance with the Evidence Requirements for each Unit, of achievement of all Outcomes across the four Units. If candidates undertake individual Units, a mechanism must be put in place to allow them to collate the completed assessments (for example, in an e-portfolio) for possible future completion of the Group Award.

Centres could choose to deliver *ESOL and the Learners* in the initial stages of a taught programme, as it deals with the background to ESOL provision locally and nationally, and looks at contexts of learners and learner needs.

Refer to **Appendix 1** for an overview of Outcomes and Evidence Requirements for the four Units and to **Appendix 2** for an Assessment Map showing the Assessments across all four Units and the final portfolio contents. **Appendix 3** is a Portfolio Checklist.

Assessment Overview — The Final Portfolio

The recommended format for submitting all the Evidence Requirements is a Teaching Portfolio incorporating all assessments across the four Units, and comprises practical and performance-based assessment. The aim is to give candidates practical experience of undertaking the real life tasks they will engage in when working as an ESOL teacher.

Candidates will submit:

- **a learner profile** based on working one-to-one with an ESOL learner to assess their needs, skills and language.
- **a reflective account** (or several short ones) **based on observations** of experienced ESOL practitioners.
- candidates' ability to prepare and deliver a range of ESOL lesson types, contextualised for their learners. The Teaching Practice Component is evidenced by:
  - learner group profiles
  - **analyses of language points and texts**, as a basis for the planning and delivery of ESOL teaching sessions
  - **rationales** for planned teaching
  - lesson plans and assessed delivery of lessons
  - **reflections** on this process
  - evaluations of materials used.

The Portfolio must also include **assessor feedback** for each of the observed lessons.

Candidates will need support throughout the programme of training. They must be made fully aware of the assessment requirements of the award at the outset, and on an ongoing basis. Candidates are developing teachers and should not be expected to complete the portfolio without guidance. Tutorials should be planned to give candidates individual feedback on progress and the opportunity to discuss drafts of work, such as written assignments and lesson plans.

The portfolio should be built up gradually over the course of the training programme. A holistic approach to the delivery of the award will allow candidates to evidence the knowledge and skills they acquire at the most appropriate points of the taught programme.

Assessments across Units

See the Assessment Map in **Appendix 2**. Much of the assessment within the award is interdependent and will be worked on throughout the taught programme. Some examples are provided here:

Candidates complete **a learner profile** covering assessment criteria for three of the Units:

- identification of the learner's needs (*ESOL and the Learners*).
- assessment of the learner's grammatical, lexical, phonological and functional ability in English (*English Language Frameworks (TESOL)*).
- evaluation of the learner's strengths and weaknesses in the English language skills of reading, writing, listening and speaking (*Language Skills (TESOL)*).

These areas overlap, so an integrated approach should be encouraged. If possible, the same learner should be used throughout the learner profile. As the finished profile will provide evidence for three Units, clear Assessment checklists are essential to ensure Evidence Requirements are met.

Candidates **observe experienced ESOL practitioners teach different types of lesson** *(one hour for each of the four Units)* **and reflect** on this. Observations should be spaced throughout the course, to help candidates develop skills in observation and reflection as the course progresses. Observation tasks can be used to help candidates focus on particular aspects of classroom practice. Candidates should take notes as the basis for their written submission.

Within the Teaching Practice Component, the required **six hours of teaching practice** *(English Language Frameworks (TESOL), Language Skills (TESOL), ESOL Planning* and Delivery) will be assessed against criteria relevant to the lesson focus, but also against wider criteria. Thus, lessons with a focus on teaching a specific language point or developing language skills will also be assessed against criteria related to classroom management and more general ESOL teaching strategies.

Candidates' **analyses of language areas** *(English Language Frameworks (TESOL))*, the **analysis of texts: one authentic and one text created for ESOL** *(Language Skills (TESOL))*, and **evaluations of material** used in lesson delivery form the basis for planning and delivering lessons. These tasks are assessed within the Teaching Practice Component and reflect the process of real-life teaching, as practitioners need to research language features or examine texts and materials prior to delivery.

Other assessments contributing to the Teaching Practice Component also inform the candidate's assessed planning and teaching (*ESOL Planning and Delivery).*

- **group profiles** for the groups taught and lesson rationales which take these profiles into account.
- **reflection on the process of planning and delivery** incorporating comment on the knowledge and skills developed across all four Units. These include understanding learner needs and backgrounds, the effectiveness of planning and teaching in terms of skills or language points, and approaches to delivery.

Assessment requirements

In order to be awarded the PDA in TESOL at SCQF level 9, the candidate must meet all Evidence Requirements for the four Units and must present a complete Teaching Portfolio containing, as a minimum:

A Learner profile

B Reflective account(s) of live lesson observations (four hours minimum)

C Two textual analyses

D Two language analyses

E Two group profiles

F Two lesson rationales

G Two material evaluations

H Lesson plans for six hours of ESOL delivery (Teaching Practice Component)

I Assessor reports on six hours of the Teaching Practice Component

J Reflective account(s) on the planning and delivery of the Teaching Practice Component.

There are no closed-book assessments within the Units. Candidates will do most of the work in their own time with support from professional discussion and dedicated tutorial time with tutors. Centres will need to have procedures in place to authenticate the work produced and submitted.

Candidates who fail to meet assessment standards can be given guidance on where improvement or additional work is required. The assessment may then be re-submitted.

Where a candidate does not fulfil the criteria for the Teaching Practice Component, additional hours of teaching practice may be appropriate.

Assessment breakdown

This section deals with the way individual assessments relate to the four Units. It is important to be clear about the Evidence Requirements for each Unit so that relevant criteria can be used for assessment decisions and feedback to candidates. Assessments A and B relate to all four Units. The other assessments form part of the Teaching Practice Component and relate to one or more Units, as shown below.

A Learner Profile

ESOL and the Learners, English Language Frameworks (TESOL), Language Skills (TESOL)

The candidate will submit a learner profile of an authentic ESOL learner. This profile covers Evidence Requirements from the three Units and analyses learner needs, language and skills. Where possible, the same learner should be profiled across the three Units. The learner may also be in one of the groups taught during the Teaching Practice Component and be included in one of the group profiles.

ESOL and the Learners

- Needs analysis: candidates must employ appropriate strategies to identify and analyse needs in English taking into account the wider context in which the learner is situated.

English Language Frameworks (TESOL)

- Language analysis: this includes evaluating and analysing the linguistic strengths and weaknesses of an ESOL learner (grammatical, lexical, phonological and functional).

Language Skills (TESOL)

- Language skills analysis: this includes evaluating and analysing the English skills strengths and weaknesses of an ESOL learner (listening, speaking, reading, writing).

It is possible for the candidate to begin working with the learner early in the taught programme. Candidates should submit the profile when they have acquired sufficient knowledge and skills to achieve this assignment competently.

B Teaching Observation and Reflection

The candidate will undertake a minimum of **four hours** of observation of qualified and experienced teachers, one hour for each of the individual Units. The candidate does not need to complete each Outcome individually but can use the four hours of observations to focus on different aspects and reflect on these within the reflective account, logged as part of the portfolio. Indeed, the Outcomes across the four Units have a degree of natural overlap related to the teaching observation Evidence Requirements for all four Units.

The focuses of the observations cover the following areas:

ESOL and the Learners

- How the ESOL practitioner takes account of the learners' cultural and linguistic backgrounds, learner needs, learning preferences, etc when delivering ESOL.

English Language Frameworks (TESOL)

- How the practitioner, taking into account learner needs and preferences, contextualises language input, the approaches and techniques used for input and development, and the use of accurate and appropriate language terminology to develop ESOL learners' awareness of how English language works.

Language Skills (TESOL)

- How the practitioner uses approaches and techniques to develop language skills and subskills, the use of practical activities which focus on accuracy and/or fluency, and the strategies used to overcome difficulties associated with different skills.

ESOL Planning and Delivery

- How the practitioner uses classroom management skills to encourage successful learning. These include teacher and learner language; setting up activities; use of resources and classroom aids; collaborative practice; the development of autonomous learning skills, and the differentiation of teaching and learning activities to take account of learner needs.

Teaching Practice Component

The Teaching Practice Component contains records of performance-based assessment of six hours (minimum) of teaching practice. This is evidenced by lesson plans, assessor feedback reports and candidate reflection on teaching. In addition, the portfolio must contain group profiles of the Teaching Practice groups (2), analyses of texts (2) and language points (2), rationales for two of the lessons to be delivered, and evaluations of two pieces of material used during the candidate's assessed ESOL delivery.

C Text Analysis

Language Skills (TESOL)

Candidates will analyse two different text types, one for each learner group. These analyses will be used to inform the teaching of skills to the learner groups, according to their needs. The candidate's teaching may also be assessed as part of *ESOL Planning and Delivery* criteria. The candidate must:

- Analyse two different text types (one written, one spoken), incorporating information on text type, genre, purpose, register, subskills, etc. One text should be authentic and the other developed specifically for language learning.
- Justify any adaptations for using the text with a specific group of learners.
- Teach two lessons, incorporating one text as a model for productive skills, and the other as a text for development of receptive skills. (Lessons should be at two different levels and be clearly geared towards skills development).
- Reflect on the strategies used to enable the development of specific language skills.

(**NB:** These two lessons form part of the Teaching Practice Component within the Teaching Portfolio evidenced in *ESOL Planning and Delivery*.)

D Language Analysis

English Language Frameworks (TESOL)

For the Unit, candidates analyse two language areas in an ESOL context. The analyses are then used to inform the planning and delivery of an observed and assessed lesson. The candidate's teaching is also assessed against *ESOL Planning and Delivery* criteria. The candidate must:

- Analyse in depth, two different features of language, relevant to the needs of learners, one for each group. Each analysis will cover the grammatical, phonological, lexical and functional dimensions of the language point.
- From each analysis, select specific points to teach to the group of learners, taking account of needs and level.
- Incorporate appropriate grammatical, phonological, lexical and functional aspects into the teaching.
- Deliver the two lessons.
- Reflect on the strategies used in the delivery of language input.

NB: These two lessons form part of the Teaching Practice Component within the Teaching Portfolio evidenced in *ESOL Planning and Delivery*.

E Two Group Profiles

ESOL Planning and Delivery

For each of the (recommended) two groups that the candidate will deliver lessons to, a group profile should be included in the portfolio. Discussion with the group teacher could be arranged before candidates complete this. Ideally, to facilitate the task, the candidate will be able to observe the groups they will teach as part of the observation requirement. The profiles may be added to as the candidate works with each group.

Where the group has been brought together solely for the purposes of the course (eg a voluntary TP group), candidates should be given support in accessing the necessary information.

Group profiles do not need to be as detailed as the individual learner profile but can include specific information about individuals relevant to the group. Each group profile should be compiled for a group at a different level and should include:

- Learners' backgrounds
- Level (and any differentiation)
- Learner needs (of the group as a whole)
- Group composition (male, female, age)

F Lesson Rationales

ESOL Planning and Delivery

For two of the lessons delivered, rationales should be produced before delivery of the respective lessons, and should be included in the portfolio. These should be related directly to the two groups profiled, and should:

- justify the focus of the lesson.
- describe and justify the staging of the lesson.
- justify the selection of resources, activities and tasks within the lesson.
- indicate how the lesson fits into the wider context (learner needs and fit with the rest of the course).

G Materials Evaluations

ESOL Planning and Delivery

The candidate selects and evaluates two pieces of material used in the delivery of the assessed teaching practice.

Each selection must be:

- selected for different teaching and learning purposes (grammar practice, lexical input, skills development, etc).
- used with a different level of group.

One piece of material must be authentic, while the other should come from an ELT published source: a coursebook, reader, online, etc.

One of the two texts used for the text analysis in *Language Skills (TESOL)* types can also be used for this materials assignment.

In completing each evaluation, candidates must:

- justify the selection of the material for the particular learner group.
- describe any adaptations to the material.
- describe tasks to be used with the material. Copies of any additional resources must be included.
- evaluate the strengths and weaknesses of the material with the specific group of learners and for its intended purpose in the teaching and learning environment.
- suggest adaptations or improvements for the material or associated activities.

H Lesson Plans

English Language Frameworks (TESOL), Language Skills (TESOL), ESOL Planning and Delivery

Lesson plans for at least six hours of teaching practice are assessed against Outcomes within the three Units.

Candidates are likely to need considerable guidance at the outset but should be able to evidence, over the six hours, that they have developed their lesson planning skills to a level at which they can now write a lesson plan without guidance from their mentor or tutor.

Lesson plans should:

- have clear aims.
- include appropriately staged activities and methods to meet those aims.
- relate to identified needs of the learner group.
- outline the use of materials appropriate to the learners in terms of level interest and culture.

- serve as a procedural guide for the lesson.
- use appropriate terminology for language and teaching.
- include methods of monitoring and checking learning.
- identify potential problems and solutions.
- include developmental aims for the candidate.

I Assessor Reports on Teaching Practice

English Language Frameworks (TESOL), Language Skills (TESOL), ESOL Planning and Delivery

Teaching practice is assessed against Evidence Requirements within each of the three Units. A **minimum of six hours** of teaching practice over **at least six separate lessons**, must be assessed and an Assessor Report for each lesson must be included in the Portfolio. Each lesson must be **a minimum of 30 minutes** in length.

The teaching practice must take place with groups at **two distinct levels:**

- at SCQF level 3/National 3 (pre-intermediate in general ELT terms) or below
- at SCQF level 4/National 4 (intermediate level ELT) or above.

It is recommended that candidates work with no more than **two** groups of learners. The candidate must deliver teaching to **one of the groups over at least three hours**. Centres should ensure that candidates have the opportunity to teach a range of lesson types (grammar, lexis, phonology, receptive and productive skills, functions) with each group.

Over the six hours of teaching practice, the candidate must evidence that they have developed the knowledge and skills reflected in the Outcomes across the Units. A teaching practice checklist is recommended to provide candidates and centres with a way to ensure all mandatory criteria are assessed and recorded.

Assessed teaching practice is a developmental process. Candidates are expected to respond to feedback and reflection by addressing developmental areas in subsequent sessions. **Assessors should consider the stage candidates have reached when observing and assessing teaching practice.**

Where a candidate fails to achieve the desired level of competence within the six hours of teaching practice, additional hours may be assessed until they reach the appropriate level. This may require focusing on specific criteria relating to the Evidence Requirements for one or more Unit/s.

J Reflective Account

English Language Frameworks (TESOL), Language Skills (TESOL), ESOL Planning and Delivery

The reflective account is assessed against Outcomes within the three Units. The candidate is expected to provide evidence of awareness of their role as an ESOL practitioner, and the developmental nature of professional practice. The account will comprise an evaluation of each TP session which covers:

- the plan and the lesson
- the students
- peer feedback if available
- assessor feedback

It will also include reflection on the candidate's development as a teacher as the course progresses. Reference should be made to:

- the knowledge and skills acquired and/or developed throughout the course.
- the challenges encountered.
- areas for professional development.
- knowledge and understanding of social practice, learner needs, diversity and social inclusion issues, evidenced in *ESOL and the Learners,* but developed throughout the course.
- language and skills input and development (English Language Frameworks (TESOL), Language Skills (TESOL)).
- teaching methods and practice (*ESOL Planning and Delivery)* with links to knowledge and skills in *ESOL and the Learners.*
- the success and failure of various approaches to delivery.

As candidates develop throughout the taught programme, their reflective skills are also expected to develop so that they can achieve this task.

Notes on free-standing delivery of Units

- Centres delivering freestanding Units must ensure that candidates are assessed against the Evidence Requirements relating to the Unit being undertaken.

Learner Profile:

- Focusing on only one of the three components of this assessment may lead to added complexity and make it difficult for candidates to complete the profile.
- Candidates may find it difficult to avoid going beyond the assessment requirements of any one Unit. For example, analysis of learner language could involve using skills-based tasks or accuracy in grammar may depend on the language skill used and/or the context of use.

Observation and Reflection:

- For candidates undertaking a single Unit, only one hour of observation is required, making it difficult for candidates to draw conclusions.
- The process of teaching observation and reflection may involve overlap of elements covered within other Units.
- Candidates may find they need to consider aspects beyond those mentioned in any one Unit when observing and reflecting on lessons delivered. For example, in analysing the context for a language point (*English Language Frameworks (TESOL)*, candidates may consider the relevance of the context to the learners (*ESOL and the Learners*), and any skills-based activities used to practise the language point (*Language Skills (TESOL)*).

Teaching practice:

- Where *English Language Frameworks (TESOL)* and *Language Skills (TESOL)* are being delivered on a freestanding basis, care will need to be taken that only the knowledge and skills of the particular Unit are assessed during teaching practice and for the lesson plan and reflective account produced.
- There are specific Evidence Requirements relating to *English Language Frameworks (TESOL)* and *Language Skills (TESOL)* which must be covered, so these requirements alone would apply where the candidate was to undertake either of these Units on a free-standing basis.
- If candidates undertake Units on a stand-alone basis, assessors will need to consider the developmental nature of assessed teaching practice, and ensure that cognisance is taken of the candidate's experience of teaching practice, if any, within Units already taken.

Appendix 1: Unit Outcomes and Evidence Requirements

Unit title: ESOL and the Learners Unit code: FE71 36	Unit title: English Language Frameworks (TESOL) Unit code: FE70 36
Outcome 1 Describe and evaluate the context of ESOL learning/teaching at a local and national level **Outcome 2** Identify and analyse personal, social and cultural factors that impact on ESOL learning **Outcome 3** Apply appropriate strategies and skills to analyse the needs of ESOL learners **Outcome 4** Describe and analyse ESOL teaching strategies which take account of learner needs **Evidence Requirements** **1 Learner Profile (needs analysis)** A needs analysis of an ESOL learner focusing on learner needs. **2 Teaching Observation and Reflection** A reflective account of at least one hour of ESOL lesson observation(s) focusing on learner needs and how they are met.	**Outcome 1** Identify and analyse English grammatical features and develop approaches to planning and delivery **Outcome 2** Identify and analyse English lexical features and develop approaches to planning and delivery **Outcome 3** Identify and analyse phonological features of English and develop approaches to planning and delivery **Outcome 4** Identify, analyse and evaluate the linguistic strengths and weaknesses of ESOL learners **Evidence Requirements** **1 Teaching Observation and Reflection** A reflective account of at least one hour of ESOL lesson observation(s) focusing on the delivery of one or more identified language points. **2 Language Analysis and Teaching Practice Component** Two separate language analyses of two distinct language areas. **3 Learner Profile (language analysis)** A language profile of an authentic learner, focusing on analysis and evaluation of grammatical, lexical, functional and phonological strengths and weaknesses.

Unit title: Language Skills (TESOL) Unit code: FE6Y 36	Unit title: ESOL Planning and Delivery Unit code: FE72 36
Outcome 1 Analyse the skill of Listening and develop approaches to planning and delivery **Outcome 2** Analyse the skill of Reading and develop approaches to planning and delivery **Outcome 3** Analyse the skill of Speaking and develop approaches to planning and delivery **Outcome 4** Analyse the skill of Writing and develop approaches to planning and delivery **Outcome 5** Analyse and evaluate the English language skills of ESOL learners **Evidence Requirements** **1 Teaching Observation and Reflection** A reflective account of at least one hour of ESOL lesson observation(s) focusing on skills development. **2 Text analysis and teaching practice component** Two separate textual analyses for teaching. **3 Learner Profile (skills analysis)** A skills profile of an authentic ESOL learner focusing on analysis evaluation of the learner's skills in listening, speaking, reading and writing.	**Outcome 1** Identify and apply a range of ESOL teaching approaches and methods **Outcome 2** Plan for and reflect on ESOL delivery **Outcome 3** Select, design and use appropriate resources for ESOL delivery **Outcome 4** Identify and apply appropriate teaching and classroom management strategies to enable successful ESOL learning **Evidence Requirements** **A Teaching Portfolio containing, as a minimum:** A Learner profile B Reflective account(s) of live lesson observations (four hours minimum) C Two textual analyses D Two language analyses E Two group profiles F Two lesson rationales G Two material evaluations H Lesson plans for six hours of ESOL delivery (Teaching Practice Component) I Assessor reports on six hours of the Teaching Practice Component J Reflective account/s on the planning and delivery of the Teaching Practice Component

Appendix 2: Assessment Map

	ESOL and the Learners FE71 36	**English Language Frameworks (TESOL) FE70 36**	**Language Skills (TESOL) FE6Y 36**	**ESOL Planning and Delivery FE72 36**	**Final Portfolio submission**
Learner profile	Learner profile based on Needs Analysis.	Learner profile based on Language Analysis.	Learner profile based on Skills Analysis.		A Learner profile (Initial assessment, skills, language, needs analysis) (*3,000 words)
Observation	Live observation report based on observation of an experienced and qualified practitioner (min one hour teaching). (*500–800 words) Learner needs focus.	Live observation report as for FE71 36 Language teaching focus.	Live observation report as for FE71 36 Skills development focus.	Live observation report as for FE71 36 Focus on classroom management, approaches and methods.	B Reflective account/s of live lesson observations (four hours minimum) (*2,000–3,000 words)
Teaching practice				Two group profiles of TP groups: one at SCQF 3 or below; one at SCQF 4 or above (*500–800 words each)	E Two TP group profiles: one group at SCQF 3 or below; one group at SCQF 4 or above
				Two Lesson Rationales (*500–800 words each)	F Two Lesson Rationales
		Two Language analyses (*600–1,000 words each)	Two Text analyses (*500–800 words each)	Two Materials evaluations (*750 words each)	D Two Language analyses C Two Text analyses G Two Materials evaluations

	ESOL and the Learners FE71 36	English Language Frameworks (TESOL) FE70 36	Language Skills (TESOL) FE6Y 36	ESOL Planning and Delivery FE72 36	Final Portfolio submission
Teaching practice (cont)		Two (one hour) lesson plans	Two (one hour) lesson plans	Two (one hour) lesson plans	H Six lesson plans
		Two reflective accounts of delivery (*500 words each)	Two reflective accounts of delivery (*500 words each)	Two reflective accounts of delivery (*500 words each)	J Six reflective accounts
		Two Tutor assessments of lessons	Two Tutor assessments of delivery	Two Tutor assessments of delivery	I Six Assessor reports

***Word counts are approximate and for guidance only**

Appendix 3: Final Portfolio Checklist

A Learner profile (Initial assessment, skills, language, needs analysis) 3,000 words

B Reflective account(s) of live lesson observations (four x one hour minimum) 2,000–3,000 words

Teaching Practice Component

C Two textual analyses (500–800 words each)

D Two language analyses (600–1,000 words each)

E Two group profiles, one for each TP group (500–800 words)

F Two lesson rationales (500–800 words)

G Two materials evaluations (750 words each)

H Lesson plans for six hours of ESOL delivery (Teaching Practice Component)

I Assessor reports on six hours of the Teaching Practice Component

J Reflective account/s on the planning and delivery of the Teaching Practice Component (500 words per lesson)

Word counts are provided for guidance and do not need to be strictly adhered to. Diagrams, tables and bullet points may be included in written assessments as appropriate.