



Higher National Unit specification: general information

Unit title: ESOL Planning and Delivery

Unit code: FE72 36

Superclass: GC

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Unit purpose

This Unit is designed for candidates who intend to deliver, or are already delivering, ESOL in a variety of teaching contexts. The primary focus is on adult ESOL learning. It is designed to enable candidates to develop the knowledge and skills required to plan for and deliver ESOL teaching and learning which takes account of theoretical and methodological underpinnings, to select/design and exploit resources appropriately and to reflect on their own ESOL delivery. **This Unit cannot be completed on a freestanding basis.**

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

- 1 Identify and apply a range of ESOL teaching approaches and methods.
- 2 Plan for and reflect on ESOL delivery.
- 3 Select, design and use appropriate resources for ESOL delivery.
- 4 Identify and apply appropriate teaching and classroom management strategies to enable successful ESOL learning.

Centres delivering this Unit must be approved to deliver the PDA in TESOL at SCQF level 9.

It is recommended that centres are familiar with the *Assessment Strategy*, available on the SQA website at www.sqa.org.uk/tesol, before delivering this Unit.

General information (cont)

Recommended prior knowledge and skills

Access to the qualification is at the discretion of the centre. However, candidates would normally be expected to have competence in Communication skills at SCQF level 6, Numeracy skills and ICT skills at SCQF level 5, or similar qualifications or experience.

Centres must use selection criteria for potential candidates to ensure the candidates have English language content knowledge and skills at SCQF level 6. Centres must have initial assessment procedures in place for all potential candidates. This process and the instruments used will be checked during the approval and verification process.

Candidates who have achieved the PDA: *Introduction to Tutoring ESOL* (G91E 46) at SCQF level 6 will have satisfied the English language content knowledge and skills criteria.

This qualification is likely to attract a wide range of candidates from different backgrounds and experience. Therefore, centres are encouraged to take into account experience, lifeskills and potential suitability for the Course. While it would be useful for candidates to have had some experience of working with ESOL learners, this is not a requirement.

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.*

Core Skills

There are opportunities to develop the Core Skills of *Communication, Problem Solving and Working with Others* at SCQF level 6, and *Information and Communications Technology* at SCQF level 5, in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery

This Unit **must** be taught and assessed within the subject area of the Group Award to which it contributes. **It cannot be delivered as a freestanding Unit.**

This is one of four mandatory Units in the PDA in TESOL. This Unit must be taught and assessed within the Group Award framework. Delivery of this Unit should be fully integrated with the Units *ESOL and the Learners, English Language Frameworks (TESOL)*, and *Language Skills (TESOL)*. The Units should be integrated to create a coherent training course for ESOL teachers. See Guidance on the content and context for this Unit and Guidance on the delivery and assessment of this Unit.

The principal context will be an ESOL teaching environment. The candidate should have access to an environment where the required evidence can be generated. Therefore the Unit should be delivered in a context which enables candidates to work with ESOL learners and observe ESOL delivery and candidates must have access to authentic ESOL learners to achieve this Unit and the Group Award.

General information (cont)

Assessment

This Unit will be assessed using practical and performance-based Instruments of Assessment. The candidate is required to produce group profiles, lesson rationales, lesson plans, material evaluations and reflective accounts on ESOL planning and delivery. The candidate will be assessed on their performance in the Teaching Practice Component through direct observation of 6 hours of ESOL delivery. Assessor reports on this delivery will be required. There must be arrangements in place to ensure the authenticity of the work produced.

This Unit **must** be assessed through a Teaching Portfolio, which holistically assesses all four Units of the Group Award. See guidance in the *Assessment Strategy*.

Exemplar Instruments of Assessment and marking guidelines are produced to show the national standard of achievement required at SCQF level 9.

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.

This Unit will be assessed holistically. Evidence Requirements and Assessment Guidelines for the Unit appear after Outcome 4.

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

Identify and apply a range of ESOL teaching approaches and methods.

Knowledge and/or Skills

Current ESOL approaches and methods
Historical developments in ELT (English Language Teaching)
Lesson staging models
Use of ICT to support ESOL delivery

Outcome 2

Plan for and reflect on ESOL delivery.

Teaching and learning aims
Selecting appropriate staging models
Application of theoretical frameworks in planning
Learner-centred content, activities and tasks
Obtaining learner feedback
Evaluation of learner achievement
Recording progress
The reflective practitioner

Outcome 3

Select, design and use appropriate resources for ESOL delivery

Knowledge and/or Skills

Published materials
Authentic materials
Criteria for selection of materials
Creation and adaptation of materials
Effective exploitation of materials
Differentiation of materials

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL Planning and Delivery

Outcome 4

Identify and apply appropriate teaching and classroom management strategies to enable successful ESOL learning.

Knowledge and/or Skills

Managing the learning environment
Building rapport
Setting up tasks
Using teaching aids
Interaction patterns
Teaching strategies
Teacher and learner language
Checking understanding and learning
Feedback
Assessing learning

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills for all Outcomes.

To meet the Evidence Requirements of this Unit and to achieve the Group Award, candidates must provide a Teaching Portfolio. The Teaching Portfolio must contain the evidence for all assessments across the four Units of the Award.

The completed Teaching Portfolio will contain, as a minimum:

- A Learner profile
- B Reflective account(s) of live lesson observations (4 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 6 hours of ESOL delivery (Teaching Practice Component)
- I Assessor reports on 6 hours of the Teaching Practice Component
- J Reflective account(s) on the planning and delivery of the Teaching Practice Component.

Candidates must plan for, and deliver, 6 hours of ESOL lessons as an integral part of the Teaching Practice Component. Teaching practice is assessed across the three Units: *English Language Frameworks (TESOL)*, *Language Skills (TESOL)* and *ESOL Planning and Delivery*. Candidates must work with at least two distinct levels of learners. Each group should contain a minimum of four learners. Within the 6 hours of delivery, the candidate must deliver a series of at least six lessons (3 hours of which should be with the same group).

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL Planning and Delivery

By the end of the Teaching Practice Component the candidate must demonstrate competence in the teaching criteria across the Units and should be preparing ESOL lessons independently. The candidate will have demonstrated their ability to plan and deliver ESOL with different levels of groups and across a range of lesson types.

The evidence for the Teaching Practice Component will be presented within the Teaching Portfolio. It should be noted that elements of the Teaching Portfolio will be assessed in the three other Units of the PDA in TESOL: *ESOL and the Learners*, *English Language Frameworks (TESOL)*, *Language Skills (TESOL)*. See *Assessment Strategy* for further guidance.

1–4 covers Evidence Requirements which assess the Knowledge and Skills for this Unit only:

1 Teaching Observation and Reflection

A reflective account based on ESOL lesson observation(s) of at least 1 hour in length focusing on teaching approaches and methods, and classroom management skills, to include identification and analysis of at least **four** of the following:

- ◆ Identification of approaches, methods and staging models
- ◆ Stages, tasks and resources which take account of learner needs
- ◆ Teacher and learner language (eg language grading)
- ◆ Use of resources and classroom aids (including ICT) to foster effective ESOL learning
- ◆ The use of collaborative teaching and learning approaches to foster effective ESOL learning
- ◆ Approaches and methods which develop autonomous learning skills
- ◆ Differentiated teaching and learning activities which take account of learner needs.

Video observations are not acceptable for assessment purposes

NB While there is no stipulated word count, (a suggested guide is 500–800 words), it is important that the evidence generated reflects SCQF level 9 in the depth of analysis provided in this reflective account.

The candidate must base their reflective account on the observation of experienced, qualified ESOL practitioners. (Observed practitioners should hold a relevant TESOL qualification at SCQF level 8 or above and have substantial experience of delivering ESOL).

Evidence must be generated in an authentic ESOL context while undertaking the Unit. It is not acceptable for candidates to evidence previous observation experiences. However, evidence may be generated over more than one observation event.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL Planning and Delivery

2 Group Profiles

Candidates must provide two group profiles.

Each profile must:

- ◆ be based on the groups that the candidate teaches in the Teaching Practice Component
- ◆ identify backgrounds and English language learning needs of the group
- ◆ identify any specific needs related to individual learners which impact on the group
- ◆ be referenced in the Lesson Rationales
- ◆ be used to help in the planning and delivery of the Teaching Practice Component.

The composition and number of learners in the group will determine the length of each profile. While there is no stipulated word count, a suggested guide is 500–800 words. A range of written formats may be appropriate, with the inclusion of prose, bullet points and tables acceptable.

The profiles should be for groups of learners at two distinct English language levels: one profile of a group at SCQF level 3 or below and the other at SCQF level 4 or above. It is recommended that candidates work with no more than two groups of learners.

3 Lesson Rationales

Candidates must provide two lesson rationales.

Each rationale will:

- ◆ be based on the planning for a specific lesson to be delivered to one of the groups profiled
- ◆ take account of and make reference to the Group Profile
- ◆ justify the focus of the lesson (introduction and practise of lexis, skills, functional, etc)
- ◆ provide a description of the staging model chosen for the lesson
- ◆ justify design and selection of resources, activities and tasks, indicating theoretical influences where appropriate
- ◆ indicate timetable fit (how this lesson fits into a wider scheme of work)

The lesson rationales should be related to the groups profiled. Therefore, the rationales will relate to lessons for groups of learners at two distinct English language levels: one rationale for a lesson designed at SCQF level 3 or below and the other at SCQF level 4 or above.

While there is no stipulated word count for each rationale, a suggested guide is 500–800 words.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL Planning and Delivery

4 Material Evaluations

Candidates must provide two separate material evaluations.

Each evaluation should be of approximately 750 words each. The materials selected for evaluation can be of any type and for a variety of ESOL teaching and learning purposes, but must be used within the Teaching Practice Component.

Each evaluation must:

- ◆ describe how and with whom the material will be used in the Teaching Practice Component
- ◆ justify selection of the material in how it meets the needs of the learners
- ◆ justify selection of the material in how it meets the aims of the lesson
- ◆ describe any adaptation of the material and tasks to be used for the planned lesson, (including strategies for differentiation to meet individual learner needs)
- ◆ evaluate the strengths and weaknesses of the material based on its use during a teaching practice lesson
- ◆ make suggestions for possible future adaptation/improvement to the material based on its use within the lesson
- ◆ include a copy of the material, with any adaptation and tasks

Each evaluation should focus on a different type of resource (eg an audio clip and a pictorial/visual resource) and each should be used with a different level of group, to provide evidence that the candidate can select/design materials for different purposes and for learners with different levels of English language competence. The materials may be published, authentic or created by the candidate.

The candidate may select, as one of their pieces of material, one of the texts (spoken or written) used for the textual analysis in the Unit: *Language Skills (TESOL)*.

5–7 covers the Evidence Requirements which assess Knowledge and Skills across Units within the Group Award and, therefore, are assessed as an integral part of this Unit.

5 Lesson plans

Candidates must produce lesson plans for at least 6 hours of ESOL delivery. The Teaching Practice Component must include at least six separate ESOL delivery sessions, and a separate lesson plan is required for each lesson delivered.

- ◆ Each plan must highlight approach and context of delivery and include anticipated learner difficulty (related to the aims of the lesson) and potential solutions
- ◆ Two lesson plans can be those produced in the Unit: *English Language Frameworks (TESOL)*.
- ◆ Two lesson plans can be those produced in the Unit: *Language Skills (TESOL)*.
- ◆ The additional plans may relate to two or more lessons of varying lengths (eg for one 30 minute and two 45 minute lessons).
- ◆ The Lesson Rationales may be linked to any of the lesson plans produced.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL Planning and Delivery

6 Teaching Practice Component

Candidates must deliver a minimum of 6 hours of ESOL lessons, which will be observed and assessed.

- ◆ 2 hours of delivery can be those assessed in the Unit: *English Language Frameworks (TESOL)*.
- ◆ 2 hours of delivery can be those assessed in the Unit: *Language Skills (TESOL)*.
- ◆ The additional hours delivered should ensure that candidates deliver a range of lesson types appropriate to the needs of the groups of learners.
- ◆ The lessons must be delivered at two distinct levels (SCQF level 3 or below and SCQF level 4 or above).

The assessor will observe each of the lessons. After each lesson, they will provide oral feedback to the candidates, which should be of a developmental nature. They will also provide an assessor report on each lesson, which should focus on planning and delivery of the lesson. The candidate will need to retain copies of these reports for the Portfolio.

7 Reflection on Planning and Delivery

The candidate will produce a reflective account, of approximately 500 words, for each of the lessons delivered. These accounts will identify strengths and weaknesses of the planning and delivery and identify areas for future professional development. The focus of the account will depend on the focus of each lesson.

- ◆ Reflection on 2 hours of delivery can be those assessed in the Unit: *English Language Frameworks (TESOL)*.
- ◆ Reflection on 2 hours of delivery can be those assessed in the Unit: *Language Skills (TESOL)*.

All other Evidence Requirements for the Units: *ESOL and the Learners*, *English Language Frameworks (TESOL)* and *Language Skills (TESOL)* must be included in the Teaching Portfolio to achieve this Unit. Candidates must meet all the Evidence Requirements of this Unit to achieve the Group Award. See *Assessment Strategy* for further details.

Assessment Guidelines

A Learner Profile

See Units: *ESOL and the Learners*, *English Language Frameworks (TESOL)* and *Language Skills (TESOL)* for Evidence Requirements and Assessment Guidelines. There are no additional Evidence Requirements set within this Unit.

B Reflective Account(s) (of at least 4 hours of live lesson observations)

The reflective account(s) of live lesson observation(s) should be written in continuous prose, with bullet points where appropriate.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL Planning and Delivery

3 hours of observation are assessed within the other three Units of the Group Award: *ESOL and the Learners*, *English Language Frameworks (TESOL)* and *Language Skills (TESOL)*. One hour must be assessed within this Unit and this evidence may be generated over more than one observation event.

Candidates may produce one reflective account, covering the 4 hours of observation across the four Units of the Award, to meet the Evidence Requirements. Observation of more than one level of ESOL group is recommended. See *Assessment Strategy* for guidance.

The observed teacher(s) must be appropriately qualified and should be aware of the focus of the observation task being carried out by the candidates and the Evidence Requirements for the assessment. It is strongly recommended that the assessor should not undertake the role of the observed teacher for this assignment.

The evidence provided must reflect the candidate's view of the lesson(s) rather than that of the observed teacher. While it is likely that the candidate may wish to discuss aspects of the lesson with the teacher being observed, the completion of this assessment should reflect the candidate's own evaluation. Centres should make sure they can authenticate a candidate's work. This may be done through professional discussion with the candidate about the lesson(s) they have observed.

While video observations are not acceptable for summative assessment, they provide useful vehicles for delivery input and formative assessment. Candidates should be made aware of the role of the observer before they undertake any observation.

C Two Language Analyses

See Unit: *English Language Frameworks (TESOL)* for Evidence Requirements and Assessment Guidelines. There are no additional Evidence Requirements set within this Unit.

D Two Textual Analyses

See Unit; *Language Skills (TESOL)* for Evidence Requirements and Assessment Guidelines. There are no additional Evidence Requirements in this Unit.

E Group Profiles

The group profiles are evidenced within this Unit.

Candidates may need to gather evidence over a period of time to access enough information to complete the profile. Where possible, centres should provide opportunities to facilitate this.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL Planning and Delivery

F Lesson Rationales

The lesson rationales are evidenced within this Unit.

They may be presented in any appropriate written format and pro forma designed by the centre would help to provide an appropriate format.

Each lesson rationale should be completed before the delivery of the corresponding lesson.

G Two Material Evaluations

The materials evaluations are evidenced within this Unit.

The material evaluations may be selected from any material used in the Teaching Practice Component, but should be of two different types. Centres should provide guidance on what would be appropriate for evaluation.

It is important to point out to candidates that they are being assessed on their ability to evaluate the material rather than on how effective/successful the material was during delivery.

In cases where the material is selected after delivery, it would be possible for candidates to complete this assignment from a retrospective viewpoint, eg why they selected the material, how it met the needs of the lesson, etc.

H Lesson Plans (for 6 hours of ESOL delivery)

The lesson plans will cover the Teaching Practice Component assessed across the Units: *English Language Frameworks (TESOL)*, *Language Skills (TESOL)* and *ESOL Planning and Delivery*.

They may be presented in any appropriate written format and pro forma designed by the centre would help to provide an appropriate format.

The lesson plan should be made available to the assessor before the lesson is delivered. There should be enough detail to allow an experienced ESOL practitioner to understand the structure and sequence of the lesson.

I Assessor Reports (on the 6 hours of the Teaching Practice Component)

The assessor reports will cover the Teaching Practice Component across the Units: *English Language Frameworks (TESOL)*, *Language Skills (TESOL)* and *ESOL Planning and Delivery*.

Assessors should provide written feedback to the candidate after the delivery of each lesson.

These reports should provide information on candidate performance and highlight appropriate areas for development related to planning and delivery of ESOL. The use of a teaching practice checklist would give the candidates further guidance on their progress within the Teaching Practice Component.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL Planning and Delivery

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

The reflective accounts for the lessons may be written holistically with candidates submitting one account to cover the planning and delivery of the 6 required hours.

The reflective account(s) should focus on the candidate's strengths and weaknesses related to ESOL planning and delivery and identify future professional development aims. The candidates may choose to focus on different aspects of their planning and delivery across the range of lessons they deliver. See Evidence Requirements in the Units: *English Language Frameworks (TESOL)* and *Language Skills (TESOL)*.

During the Teaching Practice Component, it is recommended that the centre provides ongoing feedback to candidates on the account(s). Reflection should be seen as developmental and therefore it is likely that candidates may have less insight at earlier stages of the taught programme.

Higher National Unit specification: support notes

Unit title: ESOL Planning and Delivery

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 is designed for candidates who intend to deliver, or are already delivering, ESOL in a variety of teaching contexts. The Unit focuses on the ESOL learning and teaching cycle and on classroom management and practice. Candidates will plan, deliver and evaluate their own teaching in specific ESOL contexts. They will develop classroom management skills which allow them to manage the learning environment effectively and select appropriate approaches to delivery which take account of the learners. They will also develop skills in selecting, adapting and designing appropriate resources to be used during ESOL delivery.

The principal context will be the teaching environment. The candidate should have access to an environment where the required evidence can be generated. Integration in the delivery and assessment of Units: *ESOL and the Learners*, *English Language Frameworks (TESOL)*, *Language Skills (TESOL)*, and *ESOL Planning and Delivery* is required.

Integration of the Outcomes throughout the delivery of this Unit is recommended. The following topic areas provide recommended content for a taught programme. While centres will use their own judgement as to the content appropriate to the delivery context, candidates will need to have been given opportunities to explore and practise a wide range of strategies and techniques to enhance ESOL delivery. The whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment.

Indicative content on a taught programme:

(Please note that there is overlap across individual areas and the information below provides only examples of areas to focus on.)

Outcome 1

In Outcome 1 the focus is on gaining knowledge of theories, approaches and methods related to English Language Teaching (ELT), and developing an understanding of how to apply this knowledge to the ESOL teaching context.

- ◆ **Historical developments in ELT:** methods such as grammar translation, direct method, audio-lingualism, functional syllabuses; key theorists such as Krashen.
- ◆ **Current ESOL approaches and methods:** such as communicative approach, lexical approach, eclecticism, content-based learning, task-based learning, social practice approach.
- ◆ **Lesson staging models:** key staging models such as PPP (Presentation, Practice, Production), ARC (Authentic use, Restricted Use, Clarification and Focus), ESA (Engage, Study, Activate) TTT (Test, Teach, Test); exploration of when and where different models may be appropriate.
- ◆ **The uses of ICT to enhance ESOL delivery and learning:** the nature of ICT as a teaching and learning tool and as a learning goal.

Higher National Unit specification: support notes (cont)

Unit title: ESOL Planning and Delivery

Outcome 2

In Outcome 2 the focus is on being able to demonstrate an understanding of one's own planning and delivery in terms of approaches, methods and tasks selected, and reflecting on the strengths and weaknesses of their own delivery and learner achievement.

- ◆ **Teaching and learning lesson aims:** what a teacher hopes the learners will achieve during and by the end of a lesson; how to write appropriate and realistic aims.
- ◆ **Selecting appropriate staging models:** different staging models as ways of describing lesson design; how appropriate they are for different contexts and the potential shortfalls of the models.
- ◆ **Application of theoretical frameworks in planning:** identifying the influence of different theories on the approaches and techniques used in delivery (eg drilling techniques based on audio-lingualism); practical and experiential activities (eg learning drilling techniques) should be included here.
- ◆ **Relating stages and tasks to needs of group:** taking account of the learner when staging a lesson and designing tasks; learning needs, goals and aspirations within a group; the need for differentiation and multi-sensory approaches to take account of learning styles/preferences and language level of a group.
- ◆ **Evaluation of learner achievement:** identifying strengths and weaknesses of learner performance; how to evaluate learner performance throughout the learning, eg using active learning tasks, feedback devices; focus on active listening and identifying errors/difficulties.
- ◆ **Obtaining learner feedback:** the purpose of learner feedback; techniques to obtain feedback.
- ◆ **Recording progress:** record-keeping; assessment.
- ◆ **Setting personal teaching goals:** identifying realistic and achievable goals based on self-evaluation and reflection.
- ◆ **The reflective practitioner:** a focus on how to identify personal and teaching strengths related to planning and delivery; identifying solutions to challenges the teacher faces within the learning environment; setting realistic and achievable goals based on self-evaluation and reflection.

Outcome 3

In Outcome 3 the focus is on developing the ability to select, adapt and exploit a range of materials from published and authentic sources.

- ◆ **Published materials:** the wide range of resources such as ESOL/ELT worksheets, coursebooks, resource and activity books, web-based and other ICT resources, audio and audiovisual resources; the value and constraints (practical and pedagogic) of such resources when working with diverse groups of ESOL learners; copyright issues. Candidates should have access to, and opportunities to work with, a wide range of resources.
- ◆ **Authentic materials:** the use of materials not produced for ESOL teaching – 'real world' texts and resources; exploration of the benefits (eg relevance, language in context, challenge for learners) and challenges of using authentic resources (eg language complexity, range and density); how to design tasks which focus on realistic language development; copyright issues.

Higher National Unit specification: support notes (cont)

Unit title: ESOL Planning and Delivery

- ◆ **Criteria for selection of materials:** taking account of, for example, content, relevance, audience, lexical and grammatical difficulty; possibilities for exploitation; availability and cost.
- ◆ **Creating and adapting materials:** task design; range of tasks; copyright issues.
- ◆ **Using materials within ESOL lessons:** how to exploit materials within the learning environment; aspects of language development different learning and teaching materials can support; ways to exploit the same material for different learning purposes.
- ◆ **Differentiation of materials:** how to design differentiated tasks based on the same material; the adaptation of materials/tasks to meet the needs of the learners.

Outcome 4

In Outcome 4 the focus is on developing teaching and classroom management skills which will enhance the delivery of ESOL. This Outcome lends itself to experiential learning where candidates are given the opportunity to practise a variety of techniques in a safe environment before trying them out within the ESOL classroom.

- ◆ **Managing the learning environment:** how the ESOL teacher creates a learning environment which is safe, inclusive and conducive to purposeful language learning; physical aspects of the environment such as seating arrangements, décor, lighting, heating, access to equipment.
- ◆ **Building rapport:** how to build and maintain relationships between the teacher and learners, amongst learners; the use of relevant and meaningful language activities and tasks; taking account of the learners' needs; responding to content; facilitating the active participation of the learners in their learning.
- ◆ **Setting up tasks:** strategies for grouping learners; giving and checking instructions; organisation of resources; balancing group and individual tasks to maximise learning opportunities.
- ◆ **Using teaching aids:** aids such as whiteboard, interactive whiteboard, MP3/MP4/CD player/cassette recorder, video, DVD, flipchart, realia; the use of ICT; practical issues and challenges; organisational constraints (eg lack of equipment, acceptable noise levels); using equipment effectively (eg how to use board/flipchart effectively).
- ◆ **Interaction patterns:** appropriateness and variety of interaction; balance of individual to group activity; teacher involvement and roles.
- ◆ **Teaching strategies:** different lesson types/focus; techniques to introduce, clarify and practise language; oral and written error correction; how to facilitate learning focusing on real-life language needs.
- ◆ **Teacher and learner language:** appropriate language grading and modification; balance of teacher talking time (TTT) and learner talking time (LTT); fostering a 'Talk is work' approach within the ESOL classroom; encouraging the learner voice; error correction techniques; content and language feedback; the use of praise and encouragement.
- ◆ **Checking understanding and learning:** questioning techniques such as concept checking questions (CCQs); written and visual techniques such as timelines; use of tasks to check learning; identifying difficulties learners are experiencing; feedback role and techniques.
- ◆ **Assessing learning:** monitoring techniques; evaluating learning and giving feedback; formal and informal methods to assess progress/learning.

Higher National Unit specification: support notes (cont)

Unit title: ESOL Planning and Delivery

Guidance on the delivery and assessment of this Unit

This Unit focuses on the planning and delivery cycle which ESOL practitioners engage in. Outcome 1 develops knowledge of lesson staging models and theories, Outcome 2 considers these aspects in the context of planning and delivery, Outcome 3 focuses on materials development and exploitation, and Outcome 4 focuses on the development of practical teaching and classroom management skills.

This Unit can only be undertaken by candidates completing the Group Award. It is recommended that a holistic and integrative approach to delivery and assessment across the four mandatory Units of the PDA in TESOL is used. See *Assessment Strategy*.

Candidates should be encouraged to generate evidence of achievement within an appropriate ESOL learning environment. Direct observation, oral questioning, written/documentary evidence are appropriate methods of evidence gathering for this Unit.

It is suggested that centres use a wide range of delivery methods appropriate to training for ESOL teachers. This could include; ice breaker activities, group discussions/activities, micro-teaching, peer-teaching, presentations, simulations, case studies, workshop activities, reading, research activities, reading, role play. Delivery methods should ensure that models for ESOL teaching are built in through the use of loop input approaches, where candidates have the opportunity to engage in activities and tasks which mirror those used when working with ESOL learners.

In order to develop the skills needed for delivery of ESOL, candidates should be given opportunities to focus on and practise techniques within the training environment. This could include, for example, using the board effectively, oral and written correction techniques, language grading. The candidate will need to learn not only what techniques are appropriate, but also develop the practical teaching skills to use these techniques effectively.

Use of a wide variety of resources, such as DVD, video, cassette recorders, interactive whiteboards, realia, may help familiarise candidates with the kinds of equipment they might encounter and be expected to use in a variety of learning environments. Candidates should be given opportunities to try out equipment and explore practical issues related to its use.

Centres should consider the level of this Unit when dealing with the theoretical and historical developments in ELT. While centres need to cover all knowledge and skills, the focus is how these developments impact on a practical teaching context.

The Evidence Requirements for this Unit are submitted in the form of a Teaching Portfolio, much of which is evidenced in Units: *ESOL and the Learners*, *English Language Frameworks (TESOL)* and *Language Skills (TESOL)*.

Higher National Unit specification: support notes (cont)

Unit title: ESOL Planning and Delivery

The following information relates to particular components of the Teaching Portfolio:

Teaching Observation and Reflection

The assessment of this Unit incorporates observation of ESOL lesson(s) delivered by a qualified ESOL practitioner (holding a TESOL qualification at SCQF level 8 or above). It is recommended that arrangements for these are made after relevant input and formative work.

Centres can guide the candidates on ways to evidence the 4 hours of observation holistically, providing one reflective account on observation, as opposed to individual accounts.

It is recommended that candidates are provided with opportunities to observe ESOL delivery additional to the summative assessment for the Unit. Ideally, candidates should have access to live ESOL delivery. However, this could incorporate the use of video footage during input or provided as self-access via a VLE for example. It would also be useful to focus on the role of an observer before the candidate undertakes observations.

Centres could provide guided tasks and pro forma for candidates to use for observation and delivery. It would be useful for candidates to have the opportunity to try out these tasks during formative work (eg using video footage of classroom practice).

Centres should provide guidance on identifying suitable classes for observation. The observation task is intended to provide a vehicle for the candidate's personal reflection on delivery. Centres may need to provide guidance on the extent to which candidates should discuss the lesson with the observed teacher without affecting the integrity of the assessment, eg by avoiding questions directly related to the observation task. The use of professional discussion with the candidate would help to ensure that this guidance has been followed.

Teaching Practice Component

Candidates will undertake a minimum of 6 hours of teaching practice. Within this required Teaching Practice Component candidates **must** deliver a variety of lesson types to include the teaching of the four skills, grammar, lexis, phonology and functions.

Four of the required teaching hours also form part of the assessment requirements from other Units: *English Language Frameworks (TESOL)* and *Language Skills (TESOL)*. These focus on the delivery of specific language points and skills-based lessons. Centres should ensure that the remaining 2 hours provide the range described above. The choice of focus will be dependent on the needs of the learner group and, particularly where candidates are working with their own learners, centres will need to make sure the range is covered.

All 6 hours are assessed against criteria related to teaching and classroom management strategies within this Unit. Performance will also be assessed against criteria relevant to the lesson focus (eg functional) so that the candidate will be assessed for Outcomes across two or more Units in each lesson. Candidates need to be made aware of the requirements for the Teaching Practice Component, the nature of the holistic assessment, and how each assessed lesson contributes towards achievement of individual Units and the Group Award simultaneously.

Higher National Unit specification: support notes (cont)

Unit title: ESOL Planning and Delivery

Centres should take account of the developmental nature of teaching practice when assessing. Candidates should show progression as they undertake the Teaching Practice Component. On completion, the candidate must demonstrate competence in the teaching criteria across the Units and should be preparing ESOL lessons independently. The candidate will have demonstrated their ability to plan and deliver ESOL with different levels of groups and across a range of lesson types. Where a candidate has not demonstrated this overall competence, additional teaching hours may be required. The recommended maximum is an additional 2 teaching hours.

Group Profile

It is expected that centres will provide guidance and allow candidates to spend time with the learner groups so that accurate profiles can be created. Candidates may also require access to learner data/files. Issues around confidentiality of personal information should be discussed with candidates.

Material Evaluations

Candidates should be introduced to a range of published ESOL and authentic materials suitable for use with different levels of groups. Issues related to how appropriate and relevant different resources are in relation to inclusion, diversity and cultural reference should also be discussed.

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills of *Communication*, *Problem Solving*, and *Working with Others* at SCQF level 6, and *Information and Communications Technology* at SCQF level 5, in this Unit, although there is no automatic certification of Core Skills or Core Skills components. It can also support the development of other transferable skills, such as essay/report writing and thinking, analytical and critical skills.

Candidates undertaking this Unit will have a high standard of Communication Skills, as evidenced in the Entry Requirements. However, there are opportunities to develop these further within delivery and through the process of producing the Evidence Requirements.

It is possible to develop **Communication: Written Communication at SCQF level 6** within this Unit. The General Skills for **Written Communication at SCQF 6** are ‘**Read, understand, and evaluate complex written communication**’ and ‘**Produce well-structured written communication on complex topics**’. Candidates will develop this skill during the production of any written material designed for ESOL learners, such as materials used in the teaching context, the use of boardwork or written feedback on tasks. As all written material must be appropriate for its audience, there will be a need to modify language and adapt register and style to ensure accessibility and prevent communication breakdown. Candidates will also have to develop skills to ensure that written material still provides appropriate challenge and language learning opportunities. Delivery could, therefore, include tasks which help develop a range of appropriate techniques and skills necessary when producing written communication, from being able to organise complex written content and use specialist terminology, to producing appropriate ESOL lesson plans and grading language appropriately for the learner (in terms of grammatical complexity, lexical density, register and style). Presentation of evidence could be in prose format with bullets and tables as appropriate. The use of structured pro forma could guide the candidates to meet the Evidence Requirements at the required level.

Higher National Unit specification: support notes (cont)

Unit title: ESOL Planning and Delivery

For **Oral Communication at SCQF level 6** the skill is '**Produce and respond to oral communication on a complex topic**'. Well-developed oral communication skills are essential when engaging in any communication with ESOL learners. When delivering ESOL, communication needs to be appropriate for the purpose (eg setting up tasks, using correction techniques, explaining and clarifying new language), the audience (level of learners, prior English language knowledge, spiky profiles), and the aims of each lesson (eg related to fluency/accuracy, language point being developed, skills being developed). Non-verbal communication, such as gesture and other paralinguistic features which aid communication, is also an integral feature of good practice in ESOL delivery. Candidates should be given the opportunity to participate in tasks which develop language grading techniques, including the use of verbal and non-verbal communication (eg eye contact, gesture) appropriate to learners of various levels. Delivery could also include tasks which focus on how best to take account of a learner's contributions and respond appropriately, (such as asking questions to clarify, or expanding upon response given) and explore the value and impact of open and closed questioning. Candidates will also have the opportunity to consider and evaluate this notion through the process of observing qualified ESOL practitioners.

The elements of the Core Skill of **Problem Solving at SCQF level 6** are **Planning and Organising, Critical Thinking, and Reviewing and Evaluating**. These elements are particularly developed during the planning, preparation, delivery and evaluation of lessons in the Teaching Practice Component. For **Critical Thinking at SCQF level 6**, the general skill is '**Analyse a complex situation or issue**'. This is integral to the process of ESOL lesson planning and delivery. The candidate must 'identify the factors involved in the situation' by considering the language needs, aspirations and goals of their learners and identifying factors which may affect learner performance and English language development. They must then 'assess the relevance of these factors to the situation/issue' and 'develop and justify an approach to deal with the situation', in the planning process and delivery of the lesson. The skill of **Planning and Organising a complex task** is also developed here, where lesson planning will involve more than one concurrent strand (eg taking account of learner goals, providing relevant input, grammar and lexical aims). The candidate must select appropriate tasks to fulfil the aims of the sessions, choose appropriate materials in recognition of learner(s) needs and language ability, use appropriate techniques during lessons to facilitate learning, make spontaneous decisions and adapt the lesson appropriately, and develop feedback mechanisms based on complex factors. The skill of **Reviewing and Evaluating** is integral to the development of an ESOL practitioner, and candidates must draw on this skill during the evaluation of their own ESOL delivery, where they are required to justify the actions taken, and consider possible adaptation/modification to their existing approach.

Higher National Unit specification: support notes (cont)

Unit title: ESOL Planning and Delivery

Opportunities to develop **Working with Others** can be incorporated into the delivery of the Unit and will contribute towards the general skills **'In complex interactions, work with others co-operatively on an activity and/or activities'** and **'Review work with others in a co-operative activity and/or activities'** at SCQF level 6. Candidates will be working with different groups of learners in the course of delivering ESOL within the Teaching Practice Component. Central to the planning will be the recognition of a learner-centred, social practice approach which puts the learners at the centre of the learning cycle and takes account of their goals, aspirations and linguistic level during planning delivery and evaluation of lessons. When delivering ESOL, candidates will need to ensure that learners are aware of, and comfortable with, the aims, content and related activities of the lessons. The onus is on the candidate to support co-operative working by, for example, offering encouragement, taking account of feedback and modifying behaviour to meet needs as they arise. Candidates could be given opportunities to work collaboratively on peer teaching activities, where they design and deliver micro teaching sessions. The observation of experienced practitioners will also help candidates to focus on areas such as setting up tasks, providing feedback and elicitation techniques. Candidates should be encouraged to reflect on their contributions to any group activities.

Opportunities to develop **ICT** skills can be incorporated into the delivery of the Unit and will contribute towards the general skills **'Use ICT independently, effectively, and responsibly to access information within a range of tasks'** and **'Use ICT independently, effectively, and responsibly to carry out a range of processing tasks'** at SCQF level 5. The candidate can be supported in produce high quality ESOL materials using ICT, and carry out searches for information or resources efficiently and effectively. Candidates could develop this skill through the use of digital recording and editing hardware/software while preparing ESOL lessons. Interactive whiteboards/electronic whiteboards, PowerPoint presentations or word-processed acetates could be used during ESOL delivery. Texts, graphics, sound or video could be integrated to improve this delivery. The presentation of formative and summative work could be supported by ICT. Candidates will be required to produce any written assessments to a high quality and should use word processing, embedded links, images, graphs and tables where appropriate to improve style and layout. The use of VLE could provide opportunities for peer discussion, or to upload relevant documents, and along with web conferencing, could be very useful where delivery takes place in an open/distance mode. VLE/DVD could also be used for formative observation of ESOL delivery.

Open learning

This Unit may be suitable for open and blended learning delivery. However, centres must take account of the nature of an initial teaching qualification to ensure that candidates are given sufficient opportunities for discussion and to allow for the modelling and practice of effective teaching strategies and techniques within the training environment. There are assessment requirements within the Unit where direct communication between candidates, ESOL learners and ESOL practitioners are necessary. Added to this, at least 6 hours of the candidate's teaching practice must be observed and assessed. The *Assessment Strategy* and guidelines described in this specification must still be applied if this method of delivery is chosen.

Higher National Unit specification: support notes (cont)

Unit title: ESOL Planning and Delivery

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

History of changes to Unit

Version	Description of change	Date

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General information for candidates

Unit title: ESOL Planning and Delivery

What this Unit is about

ESOL Planning and Delivery is one of four Units which make up the PDA in TESOL at SCQF level 9. This Unit is relevant to you if you are delivering ESOL, or if you plan to do so.

This Unit is about the knowledge and skills you require to plan for and deliver ESOL teaching and learning which takes account of theoretical and methodological underpinnings. It will also enable you to select/design and adapt resources and exploit these resources effectively in the ESOL learning environment. In addition, you will develop skills and strategies for ESOL teaching and classroom management. You will also have the opportunity to reflect on the overall process and progress of your own ESOL delivery.

What you will learn

In this Unit you will have opportunities to observe qualified ESOL teachers, and plan and deliver ESOL lessons to groups. You will:

- ◆ Develop an awareness of ESOL theoretical approaches and methods.
- ◆ Learn how to incorporate/adapt theoretical approaches and methods into ESOL planning and delivery.
- ◆ Learn how to profile learner groups and use the profile to inform your ESOL planning and delivery.
- ◆ Develop skills in creating lesson rationales.
- ◆ Learn how to select, design, use and evaluate materials and tasks for ESOL delivery.
- ◆ Develop teaching and classroom management strategies and techniques.
- ◆ Learn how to reflect upon and evaluate the process of planning and delivering ESOL.

How you will be assessed:

You will be assessed through practical and performance-based assignments. Assessment takes the form of:

- ◆ Reflective account(s) on ESOL observation, focusing on teaching and classroom management strategies
- ◆ Two group profiles
- ◆ Two lesson rationales
- ◆ Two material evaluations
- ◆ Planning and delivery of 6 hours of ESOL lessons
- ◆ Reflective account(s) on ESOL planning and delivery

These will be form part of the Teaching Portfolio.

All other Evidence Requirements for the Units: *ESOL and the Learners*, *English Language Frameworks (TESOL)* and *Language Skills (TESOL)* must be included in the Teaching Portfolio to achieve this Unit. You must meet all the Evidence Requirements of this Unit to achieve the Group Award.

General information for candidates (cont)

Unit title: ESOL Planning and Delivery

There are opportunities to use the assessment in other Units of the Award to evidence required elements of the Teaching Practice Component (eg 2 hours of delivery from the Unit: *English Language Frameworks (TESOL)* and 2 hours from the Unit: *Language Skills (TESOL)* can be used as 4 hours of the 6 required teaching hours). Assessments can be integrated with those in the other Units of the Award.

The completed Teaching Portfolio will contain, as a minimum:

- A Learner profile
- B Reflective account(s) of live lesson observations (4 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 6 hours of ESOL delivery (Teaching Practice Component)
- I Assessor reports on 6 hours of the Teaching Practice Component
- J Reflective account(s) on the planning and delivery of the Teaching Practice Component.

On completion of the Unit you will be able to:

- 1 Identify and apply a range of ESOL teaching approaches and methods.
- 2 Plan for and reflect on ESOL delivery.
- 3 Select, design and use appropriate resources for ESOL delivery.
- 4 Identify and apply appropriate teaching and classroom management strategies to enable successful ESOL learning.