



# Level 5 Teaching English to Speakers of other Languages (ELTAC)



**The LRN Level 5 in Teaching English to speakers of other languages is a qualification for learners who have limited experience of teaching English language.**

## ► **Entry Requirements:**

**The Learners should have:**

1. A good command of English in all four language skills (i.e. listening, speaking, reading, writing) equivalent to C1 on the CERF;
2. A good basic understanding of literacy, numeracy and ICT equivalent to level 2;
3. Access to at least 12 hours of teaching practice in english language education.

Prior basic teaching experience is not a prerequisite as this is an initial teacher training qualification.



## Assessment:

► **The assessment approach for this qualification consists of:**

1. Units 1-4 which are assessed by written assignments externally set and marked by LRN;
2. Unit 5 which is assessed by 2 lesson observation and a teaching practice portfolio marked internally and subsequently moderated externally by LRN.

► **In order to successfully achieve the qualification learner must complete and receive a grade of a pass for:**

1. Each written assignments (Units 1-4)
2. The two summative teaching observations (Unit 5)
3. The teaching practice portfolio (Unit 5)

***RESULTS ARE GRADED AS PASS OR FAIL***

# The LRN Level 5 certificate in Teaching English to speakers of other Languages (ELTAC) consists of the following five mandatory modules.



# AIMS OF THE MODULES

## Knowledge, understanding and skills of teaching, learning and assessment in ELT

# 1

**The aim of the unit is to provide the learner with knowledge, understanding, and skills relating to teaching, learning and assessment in English Language Teaching (ELT).**

- Understand the roles, responsibilities, and relationships in English Language Teaching (ELT)
- Be able to plan inclusive teaching and learning, which is open and respectful and celebrates difference as a part of everyday life.
- Be able to create and maintain a safe, inclusive teaching and learning environment in which all those participating feel able to actively engage, feel safe and feel welcome.
- Be able to deliver inclusive teaching and learning.
- Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning.



# Developing teaching, learning and assessment in ELT

# 2

**The aim of the unit is to provide the learner with knowledge, understanding, and skills relating to developing teaching, learning, and assessment in English Language Teaching (ELT).**

- Be able to apply theories, principles, and models of learning, communication, and assessment to planning inclusive teaching and learning;
- Be able to apply theories of behavior management to creating and maintaining a safe, inclusive teaching and learning environment;
- Be able to apply theories, principles, and models of learning and communication to delivering inclusive teaching and learning;
- Be able to apply theories and models of reflection and evaluation to one's practice in planning, delivering, and assessing inclusive teaching and learning.



# Planning resources for Effective delivery in ELT

## 3

**The aim of the unit is to enable learners to develop, use and organize resources within English Language Teaching (ELT).**

- Understand the purpose and use of resources in English Language Teaching (ELT)
- Be able to develop and use inclusive resources in English Language Teaching (ELT)
- Be able to evaluate own teaching and receive feedback in relation own practice.



# Language awareness and analysis to support Skills in ELT: Listening, Speaking, Reading and Writing

## 4

**The aim of the unit is to provide the learner with knowledge and understanding of theories, principles, models, techniques, and resources applied to language analysis in English Language Teaching (ELT) in support of techniques and resources for the teaching of the four language skills: listening, speaking, reading and writing.**

- Describe the application of basic concepts and associated terminology in relation to phonology, syntax, and lexis.
- Recognize the significance of sociolinguistic aspects affecting the use of language in a communicative event bound by particular contextual factors such as culture, geography, history or power and status.
- Understand the application of basic concepts and associated terminology in relation to the four language skills for use in planning, teaching, learning, and assessment with reference to the Common European Framework of Reference for Language (CEFR).
- Understand the significance of subskills for planning, teaching, learning and assessing the four language skills with reference to the common European Framework of Reference for Language (CERF).
- Understand the barriers to, and opportunities for, acquiring the four language skills with reference to the common European Framework of Reference for Languages (CERF).



# Applied teaching practice in the ELT classroom

# 5

**The aim of the unit is to assess the learner's ability to apply theories, principles, models, techniques, and resources to planning, teaching, and assessment in the English Language Teaching (ELT) classroom.**

- Plan and prepare a program of learning and individual lessons with particular regard to the learners' needs;
- Deliver effective classroom teaching by creating opportunities for learning to take place in an inclusive and safe learning environment taking account of individual learners' needs;
- Act professionally towards learners' colleagues and other stakeholders.



## FOR MORE INFORMATION:



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