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## Introduction to the In-service Certificate in English Language Teaching (ICELT)

### What is ICELT?

ICELT is a course-based award for practising English Language teachers. Coursework and teaching are internally assessed and externally moderated. There is no written examination requirement.

The following requirements relate to centres offering all three components of ICELT. For single module entry, see page iii.

### Course length

ICELT candidates are likely to have very different levels of previous teaching experience. Some may have substantial previous English Language teaching experience; others may have been trained as primary teachers and now need to extend their skills to include language teaching; some teachers may have a very high level of language and will not need as much work in the area of language development. For this reason there is a lower and upper minimum number of contact hours given for the programme. The minimum specified is between 120–150. Programmes offering the lower number of contact hours (120) would be appropriate where the candidates have previous training which can be recognised.

### Mode of delivery

Courses may be delivered either face-to-face or through a combination of face-to-face and distance training support. Where courses include a distance component, there should be a minimum of 70–90 contact hours with a 30–60 hour distance learning support programme which has been approved by Cambridge ESOL. The combination of contact hours plus distance learning support must total at least 120 hours.

### Target candidature

Practising teachers who will have had a total of at least 500 hours of relevant experience *by the end of the course* and whose normal work is within a specific context (e.g. teaching adults and/or young learners in the private sector; teaching EAP within a university context; teaching primary or secondary school learners). Courses take account of needs of context e.g. the need for academic work in university contexts, the inclusion of literacy work with younger learners.

The minimum entry requirement is Council of Europe level B2 (First Certificate in English or equivalent).

### Course content

The syllabus includes coverage of seven units:

- Language Knowledge and Awareness
- The Background to Teaching and Learning English
- Resources and Materials
- Planning and Management of Teaching and Learning
- Evaluation, Monitoring and Assessment
- Professional Development
- Language for Teachers

There are two modules including three components of assessment.

MODULE ONE	MODULE TWO	
<p>COMPONENT ONE: LANGUAGE FOR TEACHERS</p> <p>Candidates complete four tasks designed to improve their use of English for teaching purposes. The teacher's language is also assessed as part of the other two components.</p>	<p>COMPONENT TWO: TEACHING</p> <p>Candidates are assessed on four occasions.</p>	<p>COMPONENT THREE: METHODOLOGY</p> <p>Candidates complete four classroom-related written assignments.</p>

### Assessment

The course will be moderated by an external moderator who will sample candidates' teaching and written assignments. Samples of coursework will be submitted to Cambridge ESOL for further moderation.

### Grades of award

Candidates are awarded an overall grade of Pass, Merit or Distinction as well as component grades of Pass, Merit or Distinction.

### Language for Teachers: Modular Option

Teachers who are interested primarily in improving their language competence in the classroom context may take Module One as a separate module. Candidates in this category complete two additional tasks (Tasks 5 and 6) to cover some content and assessment criteria included in Module 2. Successful candidates are awarded a certificate for Module One.

The content is delivered through a course of between 40–60 contact hours as a minimum. Most of the assessment will normally take place during the course. However, some assessment can be completed with tutor support after the course.

### Target candidature for Module One: Language for Teachers

This module is appropriate for participants with a range of needs. It is suitable for:

- institutional development and training needs for in-service English Language teachers and can serve as:
  - (i) preparation for further training or participation in project development
  - (ii) a benchmark for internal promotion systems.

It is also suitable for:

- experienced teachers of other subjects who wish to develop their professional English for English-medium teaching of their subject
- teachers who may be returning to language teaching after a period of time and who wish to review and develop their English Language skills
- teachers of other second or foreign languages who wish to include TESOL as part of their career development.

Teachers will normally have at least 100 hours teaching experience and must be able to demonstrate language proficiency to a level at which the centre can confidently expect them to cope with the demands of the module.

(See also aims of the Language for Teachers Module, page 2.)

### Language for Teachers: Assessment tasks

Candidates complete six tasks which are internally assessed by the course tutors. A sample of candidates' work from each course will be submitted to Cambridge ESOL for moderation.

### Application procedure

Centres who are interested in offering the complete course or Module One only should copy and complete the slip below or send an e-mail to Helen Rose on [rose.h@ucles.org.uk](mailto:rose.h@ucles.org.uk)

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I am interested in applying for approval to offer:

- a) Module One\*
- b) Module One and Module Two as a combined course

Name: .....

Centre: .....

\*Candidates may enter for Module Two after successfully completing Module One.

Please send to Helen Rose, Centre Approvals Administrator, University of Cambridge ESOL Examinations, Teaching Awards, 1 Hills Road, Cambridge CB1 2EU

Tel: +44 (0)1223 553790

Fax: +44(0)1223 553085

E-mail: [rose.h@ucles.org.uk](mailto:rose.h@ucles.org.uk)

## General Information

### Programme requirements

ICELT is intended to provide in-service training for qualified teachers who have some experience of teaching English.

ICELT course programmes may focus on teaching adult learners, learners in primary schools or learners in secondary schools. A programme will normally focus on one specific teaching context. Programmes are designed by individual centres using the syllabus and course objectives. Candidates can be assessed with two (but not more than two) age ranges or levels but can also be assessed at one age group/level only, if this is the context of their current teaching.

The following requirements are an integral part of the programme:

- A specified number of contact hours
  - (i) Face-to-face option
    - A minimum of between 120–150 contact hours between the candidate(s) and the course tutor(s) including input, tutorial support, feedback. Programmes offering a lower number of contact hours would be appropriate where the candidates have previous experience which can be recognised.
  - (ii) Face-to-face with distance learning support programme
    - A minimum of 70–90 contact hours with an additional 30–60 hours distance learning which has been approved by Cambridge/ESOL (total hours, minimum 120)
- Four language tasks which focus on developing the teacher's language skills in the classroom context detailed on pages 17–24. (Tasks 5 and 6 [pages 25–28] are additional tasks for candidates who have entered for the language component as a stand-alone option.)
- Four lessons supervised and assessed by a course tutor
- Four classroom-related assignments detailed on pages 30–34
- Between 150 and 300 hours reading, research, lesson and assignment preparation
- Directed observation of eight lessons, two of which may be of videoed lessons. These observations may be of peers and/or other experienced teachers. Observations should be related to the candidate's working context.

Candidates are expected to demonstrate, in their assessed teaching practice and related written assignments, a competence in the use of written and spoken English which is sufficient to enable them to meet the assessment requirements of this course. The minimum entry requirement is Council of Europe B2 (First Certificate in English or equivalent).

### Programme aims

The ICELT course programme is designed to enable candidates to:

- 1 extend their knowledge and awareness of those aspects of language which are relevant to their professional practice
- 2 extend their understanding of the context in which their learners are learning English, and of the principles underlying language learning and teaching
- 3 extend their familiarity with resources and materials for English Language teaching and develop their ability to use, evaluate and, where appropriate, adapt or create classroom materials
- 4 consolidate and refine their planning and their practical classroom skills
- 5 identify learner needs, monitor and evaluate learner progress and develop awareness of different means of assessment

- 6 identify needs and opportunities to further their development as professionals
- 7 extend their knowledge and understanding of language required for their professional role, and improve their ability to use English both generally and for classroom purposes.

### Language for Teachers Module

It is possible to take the language-related elements of this course as a stand-alone module. Candidates doing so will need to attend a course of between 40–60 hours (20 hours of which may consist of a tutor-supported distance learning package). This option is appropriate for experienced teachers who wish to undertake further development in relation to their professional language needs.

#### Aims of Language for Teachers Module

The Language for Teachers Module seeks to develop professional language and communication skills in English. It provides preparation in the specialised knowledge and use of English that is relevant to an effective classroom practitioner. Specifically, the module aims to:

- develop insight into and awareness of language form and function in classroom and learner discourse
- develop flexible, accurate and appropriate writing skills for communicating clearly with learners, colleagues and other professionals
- develop flexible, accurate and appropriate speaking skills for communicating in the classroom as well as with colleagues and other professionals
- provide realistic, professional tasks that enable participants to apply their knowledge and skills in an authentic context
- enable participants to develop their capacity to know how to evaluate their language skills for continuing development.

#### Content and objectives for Language for Teachers Module

The syllabus content and objectives for this component are detailed on page 12 of this document. In addition, courses for candidates taking this component only will also include the following content and objectives from Units 1–6 (which are detailed on pages 6–11).

- 1.1 Concepts and terminology used in English Language teaching for describing form and meaning in language and language use
- 1.2 Language used by teachers and learners
- 1.3 Language selected for teaching programmes
- 1.4 Reference materials for language awareness
- 2.3 Learner development and motivation
- 3.2 Evaluating and selecting resources and materials
- 3.3 Using, supplementing, adapting and creating materials
- 3.4 Effective use of teaching aids, technical support and self-access materials
- 4.3 Teacher and learner language
- 5.1 Identifying learner needs
- 5.2 Monitoring learners' progress and giving feedback
- 6.1 Evaluating teaching and learning
- 6.2 Working with people

Candidates entering for the Language for Teachers Module only will need to complete two **additional** language

tasks (Tasks 5 and 6). These tasks are designed to cover some content and assessment criteria covered in Module Two.

### **Application procedures and entry requirements**

The centre's application procedures should ensure that applicants are only selected for the course if they meet the following entry requirements.

Applicants should:

- be at least 18 years of age on entry to the course
- be practising teachers who will have had a total of at least 500 hours of relevant experience by the end of the course
- have a competence in written and spoken English which is sufficient for them to participate effectively in the course and to meet the assessment requirements.

### **Advice on screening procedures**

**Where teachers do not have nationally-recognised qualified teacher status, and will be working with primary or secondary age learners, it is the responsibility of individual centres to ensure that all applicants for courses which include the primary and secondary age-range are screened before entry onto the course for their suitability for working with young people.**

## Syllabus Overview

### **1 LANGUAGE KNOWLEDGE AND AWARENESS**

- 1.1 Concepts and terminology used in English Language teaching for describing form and meaning in language and language use
- 1.2 Language used by teachers and learners
- 1.3 Language selected for teaching programmes
- 1.4 Reference materials for language awareness

### **2 THE BACKGROUND TO TEACHING AND LEARNING ENGLISH**

- 2.1 The context of English Language teaching
- 2.2 Learning theory
- 2.3 Learner development and motivation
- 2.4 Implementing teaching programmes to meet the needs of learners in a given context

### **3 RESOURCES AND MATERIALS**

- 3.1 Resources and materials
- 3.2 Evaluating and selecting resources and materials
- 3.3 Using, supplementing, adapting and creating materials
- 3.4 Effective use of teaching aids, technical support and self-access materials

### **4 PLANNING AND MANAGEMENT OF TEACHING AND LEARNING**

- 4.1 Planning for teaching
- 4.2 Classroom management
- 4.3 Teacher and learner language
- 4.4 Classroom procedures and techniques

**5 | EVALUATION, MONITORING AND ASSESSMENT**

- 5.1 Identifying learner needs
- 5.2 Monitoring learners' progress and giving feedback
- 5.3 Preparing learners for tests and examinations

**6 | PROFESSIONAL DEVELOPMENT**

- 6.1 Evaluating teaching and learning
- 6.2 Working with people
- 6.3 Continuing professional development

**7 | LANGUAGE FOR TEACHERS**

- 7.1 Professional competence in speaking and writing English
- 7.2 Professional competence in reading and listening to English
- 7.3 Using spoken English in the classroom
- 7.4 Using written English in the classroom

## Syllabus Unit Descriptions

### Unit 1 Language knowledge and awareness

Content	Learning outcomes
<p>1.1 Concepts and terminology used in English Language teaching for describing form and meaning in language and language use</p>	<p><i>Successful candidates:</i></p> <ul style="list-style-type: none"> <li><b>a</b> understand appropriate concepts and terminology to describe form and meaning in language and language use and apply this understanding to planning and teaching language skills and specific language items, and developing fluency and accuracy</li> <li><b>b</b> understand and use appropriate concepts and terminology to describe basic differences between English and other languages used by learners</li> </ul>
<p>1.2 Language used by teachers and learners</p>	<ul style="list-style-type: none"> <li><b>a</b> understand how language is used in social contexts for communication</li> <li><b>b</b> understand the ways in which spoken and written language used by learners relates to their age and general stage of cognitive and emotional development</li> <li><b>c</b> are aware of the ways in which teachers adapt their own language to the level of the class and use teacher-pupil interaction to facilitate the learner's language development</li> <li><b>d</b> are aware of the roles of the learner's first/other language(s) in the development of English Language competence</li> </ul>
<p>1.3 Language selected for teaching programmes</p>	<p>understand the basis on which areas or items of language may be included in syllabuses, schemes of work or lesson plans</p>
<p>1.4 Reference materials for language awareness</p>	<p>can make use of reference books and on-line materials to develop their awareness and understanding of language and the problems faced by specific groups of learners</p>

## Unit 2 The background to teaching and learning English

Content	Learning outcomes
	<i>Successful candidates:</i>
2.1 The context of English Language teaching	<ul style="list-style-type: none"> <li><b>a</b> can demonstrate a positive attitude to the learner's educational and cultural background including, where relevant, the role of English as a medium of instruction</li> <li><b>b</b> can demonstrate a commitment to equality of opportunity</li> <li><b>c</b> can compare and contrast current approaches to the methodology of language teaching with learners' experience in other areas of formal learning, and can demonstrate in their own teaching their awareness of any differences which may emerge</li> <li><b>d</b> are aware of the ways in which English Language teaching relates to learners' general educational development and, where relevant, to the curriculum as a whole</li> </ul>
2.2 Learning theory	<ul style="list-style-type: none"> <li><b>a</b> can relate current approaches to the methodology of English Language teaching to underlying theories of learning and acquisition and to learning theory in general</li> <li><b>b</b> understand how learners learn first and second/additional languages and apply this understanding to planning and teaching</li> </ul>
2.3 Learner development and motivation	<ul style="list-style-type: none"> <li><b>a</b> are aware of learner needs with reference to developmental, cognitive, social and affective needs, including, where appropriate, learners with special needs and disabilities</li> <li><b>b</b> can, where relevant, take account of literacy development in first and second/additional languages</li> <li><b>c</b> understand the different motivations and expectations which learners bring to learning English</li> <li><b>d</b> are aware of the different learning styles and preferences which learners bring to learning English</li> </ul>
2.4 Implementing teaching programmes to meet the needs of learners in a given context	<ul style="list-style-type: none"> <li><b>a</b> understand the principles of planning programmes and schemes of work for teaching language skills and specific language items and for developing fluency and accuracy to meet the needs of specific groups of learners</li> <li><b>b</b> can make use of procedures and strategies to integrate independent learning into their teaching programme</li> </ul>

### Unit 3 Resources and materials

Content	Learning outcomes
3.1 Resources and materials	<p><i>Successful candidates:</i></p> <p>are familiar with a range of currently available resources and materials for use by teachers and/or learners, for teaching or reference</p>
3.2 Evaluating and selecting resources and materials	<p><b>a</b> can evaluate and select resources and materials for use with their learners</p> <p><b>b</b> can evaluate resources and materials after use</p>
3.3 Using, supplementing, adapting and creating materials	<p><b>a</b> can use, adapt, supplement or create resources and materials, with due regard to copyright requirements, for teaching skills and specific language items and for developing fluency and accuracy to suit the needs of specific groups of learners</p> <p><b>b</b> can use and appropriately adapt authentic materials not specifically produced for language teaching including, where relevant, materials used in the teaching of other subjects</p> <p><b>c</b> can, where relevant, use materials to teach other subjects through the medium of English</p> <p><b>d</b> where relevant, can work in low-resource contexts</p> <p><b>e</b> where relevant, can use classroom display to support learning</p>
3.4 Effective use of teaching aids, technical support and self-access materials	<p><b>a</b> are familiar with a range of appropriate technical aids and media and make effective use of these in the classroom</p> <p><b>b</b> where relevant, are aware of the role and use of self-access materials and of the ways in which learners can be helped to use them effectively</p>

## Unit 4 Planning and management of teaching and learning

Content	Learning outcomes
4.1 Planning for teaching	<p><i>Successful candidates:</i></p> <ul style="list-style-type: none"> <li><b>a</b> understand the different organisational principles which teachers use to plan individual lessons and series of lessons</li> <li><b>b</b> can select appropriately using these principles and plan lessons or schemes of work according to the needs and contexts of specific groups of learners and the demands of syllabuses</li> <li><b>c</b> can plan lessons appropriately with specific regard to: establishing aims and objectives; ways of focussing on and practising specific language items and skills; anticipating difficulties; staging and timing; ensuring variety and pace; selecting appropriate materials and resources; adopting appropriate teacher and learner roles</li> </ul>
4.2 Classroom management	<ul style="list-style-type: none"> <li><b>a</b> can establish rapport and foster a constructive and an emotionally and physically safe learning environment</li> <li><b>b</b> can manage classroom events and maintain discipline</li> <li><b>c</b> can adapt plans in response to the learners and to classroom contingencies</li> <li><b>d</b> can respond to the needs of individual learners and provide, where appropriate, for their emotional and welfare needs</li> <li><b>e</b> can, where possible, arrange space, furniture and equipment to suit the needs of learners and types of lessons</li> <li><b>f</b> can set up and manage whole-class work, pairwork and groupwork, as appropriate</li> <li><b>g</b> can work successfully with learners of different levels, abilities (and with young learners, ages) in the same or separate classrooms, using appropriate activities in order to achieve stated learning objectives</li> </ul>
4.3 Teacher and learner language	<ul style="list-style-type: none"> <li><b>a</b> can adjust their own language to suit the needs of the class and interact with the class in a way which facilitates the learners' language development</li> <li><b>b</b> can teach meaningful language which is relevant to learners</li> <li><b>c</b> can use appropriate language while managing classes</li> <li><b>d</b> can choose appropriate moments and strategies to correct learners' written and spoken language</li> <li><b>e</b> can make appropriate use of the learners' first/other languages</li> </ul>
4.4 Classroom procedures and techniques	<ul style="list-style-type: none"> <li><b>a</b> are familiar with a range of appropriate procedures and techniques for teaching language skills and specific language items, setting up topic work, developing fluency and accuracy</li> <li><b>b</b> can make appropriate use of a range of materials and resources in relation to specified aims</li> <li><b>c</b> can demonstrate their ability to use and select tasks/activities appropriate to learners' needs</li> <li><b>d</b> can, where relevant, are familiar with the use of drama, art, craft, music, storytelling, physical activities and investigations outside the classroom</li> <li><b>e</b> can, where relevant, use techniques for literacy development and for teaching learning skills across the curriculum</li> <li><b>f</b> can make use of appropriate strategies to foster increasingly independent learning</li> </ul>

## Unit 5 Evaluation, monitoring and assessment

Content	Learning outcomes
5.1 Identifying learner needs	<p><i>Successful candidates:</i></p> <ul style="list-style-type: none"> <li><b>a</b> are aware of different strategies for identifying learner needs</li> <li><b>b</b> can select and implement appropriate strategies to develop language skills, to develop fluency and accuracy and to foster acquisition of language items</li> </ul>
5.2 Monitoring learners' progress and giving feedback	<ul style="list-style-type: none"> <li><b>a</b> are aware of a range of methods for monitoring learners' progress and attainment including:               <ul style="list-style-type: none"> <li>– informal monitoring by the teacher</li> <li>– learner self-assessment</li> <li>– formal tests and examinations</li> </ul> </li> <li><b>b</b> can monitor the progress of the learners they are teaching</li> <li><b>c</b> are aware of the types and purposes of classroom English Language tests appropriate for their learners</li> <li><b>d</b> can apply basic criteria for the evaluation of classroom tests</li> <li><b>e</b> can use the feedback from evaluation to set learning priorities</li> </ul>
5.3 Preparing learners for tests and examinations	<ul style="list-style-type: none"> <li>are aware of specific tests and examinations and relevant teaching strategies</li> </ul>

## Unit 6 Professional development

Content	Learning outcomes
6.1 Evaluating teaching and learning	<p><i>Successful candidates:</i></p> <ul style="list-style-type: none"> <li><b>a</b> can evaluate their own planning and teaching with reference to the achievement of objectives, the development of language skills, the teaching of specific language items, the development of fluency and accuracy, the design of learning tasks, classroom management, and teacher and learner language</li> <li><b>b</b> can evaluate their teaching, take account of feedback from tutors, colleagues and learners and use these insights to develop their own practice</li> <li><b>c</b> can undertake directed observation of other teachers and learners at work, and draw appropriate conclusions for their own practice</li> </ul>
6.2 Working with people	<ul style="list-style-type: none"> <li><b>a</b> are aware of the different roles they may play in their professional lives as teacher, colleague, group-leader and employee, and of the personal and professional qualities these roles may require</li> <li><b>b</b> can listen to, learn from, share responsibility with, co-operate with and exchange views and ideas with others, including managers, tutors, colleagues and their own learners</li> <li><b>c</b> understand their responsibility with regard to the welfare, health, safety and supervision of learners and know when to assume responsibility themselves and when to refer responsibility, ensuring that it has been assumed by someone else</li> </ul>
6.3 Continuing professional development	<p>can undertake a realistic analysis of their own strengths and development needs and plan for their further professional development in the light of this</p>

## Unit 7 Language for teachers

Content	Learning outcomes
7.1 Professional competence in speaking and writing English	<p><i>Successful candidates:</i></p> <ul style="list-style-type: none"> <li><b>a</b> can speak and write in language which provides a natural model for learners and which does not cause an audience to question the teacher's professional language competence</li> <li><b>b</b> can speak with pronunciation which is internationally intelligible</li> <li><b>c</b> can write with a level of accuracy in spelling and punctuation which reflects the standard required for an English Language teacher at this level</li> <li><b>d</b> can write well-organised texts using appropriate discourse markers</li> <li><b>e</b> can use a range of language to express themselves appropriately in a variety of styles in both social and professional contexts</li> </ul>
7.2 Professional competence in reading and listening to English	<ul style="list-style-type: none"> <li><b>a</b> can use and comprehend a range of professional written material (schoolbooks, books/articles for teachers, etc)</li> <li><b>b</b> can use and comprehend a range of professional listening material (talks on professional topics, etc)</li> </ul>
7.3 Using spoken English in the classroom	<p>can use language effectively in the classroom to:</p> <ul style="list-style-type: none"> <li>– create a positive learning atmosphere</li> <li>– give instructions</li> <li>– maintain control and discipline</li> <li>– elicit and prompt learner responses</li> <li>– acknowledge and praise</li> <li>– ask questions using a range of question types</li> <li>– evaluate and correct learners' spoken language</li> <li>– present and model new language</li> <li>– describe and explain</li> <li>– tell stories</li> <li>– read aloud with meaning and effect</li> <li>– encourage learners to participate in group and whole-class discussions</li> <li>– promote the development of language skills</li> </ul>
7.4 Using written English in the classroom	<p>can:</p> <ul style="list-style-type: none"> <li>– adapt and/or create texts, tasks and tests for classroom use</li> <li>– write clear instructions for classroom tasks</li> <li>– write on the board, produce accurate handouts, OHTs, posters, etc</li> <li>– evaluate, correct and comment on learners' written work</li> <li>– write reports on learners' progress</li> </ul>

## Overview of Assessment

### 1 COMPONENTS, PORTFOLIOS, ASSESSMENT AND AWARDS

#### 1.1 THREE ASSESSMENT COMPONENTS

##### 1.1.1 Component One: Language for Teachers

For this component, candidates are required to complete four language tasks. (Candidates taking the Language Module only complete two additional language tasks – Tasks 5 and 6.)

*The centre decides the order and timing of each task. 50% of the submissions for each task should be double marked.*

##### 1.1.2 Component Two: Teaching

In this component, candidates are required to plan, teach and evaluate four lessons which are assessed by a tutor. All four lessons must be with classes of a size which is considered normal in local conditions. Candidates can be assessed with two (but not more than two) age ranges or levels or they can be assessed at one age group/level only, if this is the context of their current teaching. Each lesson should have a different language/skills focus as a main/subsidiary aim. By the end of the four lessons, successful candidates should have demonstrated achievement of all the teaching assessment criteria. Tutors will assess the candidate at the end of each of the four lessons, awarding each lesson a grade; an overall grade will be given at the end of the series of four lessons. Specifications for the assessment of teaching can be found on page 29.

*Wherever possible the four lessons should not be assessed by the same tutor. Candidates should be assessed on at least one occasion by a second tutor. The lessons should be assessed at intervals which allow progression and development.*

##### 1.1.3 Component Three: Methodology

Candidates are required to write four classroom-related assignments. These are described on pages 30 to 34.

*The centre decides the order and timing of each teaching assignment. 50% of the submissions for each assignment should be double marked.*

### 1.2 COURSEWORK PORTFOLIOS

Candidates must maintain and submit a portfolio of all coursework including:

- lesson plans, materials, post-lesson evaluations and tutor feedback (ICELT 3) for all assessed lessons
- written assignments and tutor feedback
- language tasks and tutor feedback
- completed observation tasks relating to eight observed lessons.

This portfolio is submitted to the course tutor at the end of the course. A sample of coursework, representing a range of ability, is submitted to Cambridge ESOL for moderation at the end of the course. Additional portfolios may be requested by Cambridge ESOL.

### 1.3 MODE OF ASSESSMENT

The assessment is continuous and integrated.

*continuous* here means that:

- assessment takes place throughout the course

*integrated* here means that

- each assessed component contributes to the overall grade
- any one assessed component can cover a number of objectives from different syllabus units.

### 1.4 GRADES OF AWARD

#### 1.4.1 ICELT Pass requirements

To gain the ICELT certificate, candidates must complete and pass all three components.

##### **Component One: Language for Teachers**

Candidates must gain a Pass in all four tasks.

##### **Component Two: Teaching**

Candidates must gain a Pass in at least three of the four assessed lessons. The lesson which does not pass cannot be the final lesson.

##### **Component Three: Methodology**

Candidates must gain a Pass in all four assignments.

#### 1.4.2 ICELT Merit requirements

To gain an overall Merit, candidates must achieve a Merit in two components, one of which must be the Teaching component, and a Pass in the third component.

##### **Component One: Language for Teachers**

To gain a Merit in Component One, candidates must achieve a Merit in at least two of the four tasks and a Pass in the other two.

##### **Component Two: Teaching**

To gain a Merit in Component Two, candidates must achieve a Merit in at least two of the four assessed lessons, including one of the final two, and a Pass in the other two.

##### **Component Three: Methodology**

To gain a Merit in Component Three, candidates must achieve a Merit in at least two of the four assignments and a Pass in the other two.

#### 1.4.3 ICELT Distinction Requirements

To gain an overall Distinction, candidates must achieve a Distinction in at least two out of the three components, one of which must be Teaching, and a Merit in the third.

**Component One: Language for Teachers**

To gain a Distinction in Component One, candidates must achieve a Distinction in at least two of the four tasks and at least a Pass in the other two.

**Component Two: Teaching**

To gain a Distinction in Component Two, candidates must achieve a Distinction in at least two of the four assessed lessons, including one of the final two, and at least a Pass in the other two.

**Component Three: Methodology**

To gain a Distinction in Component Three, candidates must achieve a Distinction in at least two of the four assignments and at least a Pass in the other two.

**1.4.4 Moderation of coursework**

Each course is externally moderated. Moderators will check the coursework of each candidate and scrutinise the work of a selection of candidates in detail.

The moderator will jointly assess at least three lessons, each of which will be taught by a different candidate.

**The Award Process**

The moderator's report, coursework records and a sample of coursework are submitted to Cambridge ESOL for consideration by the ICELT Chief Moderators who make the final decisions regarding award of grades.

Candidates who have clearly not met the Pass requirements in one or more components cannot be considered for the award of an ICELT certificate. Candidates who have narrowly missed the Pass requirements in one component may be referred at the Chief Moderator's discretion.

**2 ASSESSMENT: LANGUAGE FOR TEACHERS – MODULAR OPTION**

Candidates entered for Module One only are required to complete six language tasks. Candidates must complete a portfolio containing all completed tasks and tutor feedback.

**2.1 MODE OF ASSESSMENT**

Assessment is undertaken by the tutors. A sample of 15% or no fewer than five completed portfolios is submitted to Cambridge ESOL for moderation.

**2.2 GRADES OF AWARD**

- To gain a Pass, candidates must achieve a Pass in all six tasks.
- To gain a Merit, candidates must achieve a Merit in at least three of the six tasks and at least a Pass in the other three.
- To gain a Distinction, candidates must achieve a Distinction in at least three of the six tasks and at least a Pass in the other three.

## **Language for Teachers Tasks**

The six Language for Teacher tasks are outlined on pages 17 to 28. Guidelines for each task are addressed to the candidate. Notes for tutors are provided after each task description.

Specific assessment criteria are included in each task. Reference should also be made to the relevant General Mark Schemes on pages 35 and 36.

Although the task specific criteria must be met, the tasks are graded on the candidate's ability to use language effectively as described on pages 35 and 36. The criteria on pages 35 and 36 should be referred to when considering a Merit or Distinction grade for any of the Language for Teachers tasks or for an overall Merit or Distinction.

## COMPONENT ONE: LANGUAGE FOR TEACHERS – Task Specifications

## Task 1: Reading and presentation

Format	Syllabus focus	Assessment criteria
<p><b>Task outline</b></p> <p>You are required to:</p> <ul style="list-style-type: none"> <li>select, read, and make a summary in note form of a reading source that is relevant to an audience of peers on the course</li> <li>give a brief (ten-minute) oral presentation of a selected reading source to your peer group, and include two discussion questions that are relevant to the text or topic being presented.</li> </ul> <p>The presentation will be assessed by the course tutor.</p> <p><b>Guidelines</b></p> <ol style="list-style-type: none"> <li>Select a reading source that you feel is interesting and useful to other course members. The reading text can be taken from a practical teaching magazine, an extract from a book or an academic journal (e.g. <i>ELT Journal</i>), or an Internet source. The source text or extract should not be longer than 1000–1500 words and must have professional relevance.</li> <li>Produce a summary in note form of the main ideas or argumentation of a professional or academic text. You may use diagrams or tables to summarise the main ideas in the article or extract you have chosen. You may include one or two short quotations from the reading source in your presentation. Make sure you can explain or exemplify any technical terms or concepts in the article/extract.</li> <li>Prepare two questions on your selected text which will be useful to stimulate discussion of key aspects of the text with your peer group.</li> <li>Give an oral presentation of your selected source to your peer group using your notes from stage 2 above. Try to introduce and contextualise the topic presented. The aim of the presentation is to facilitate your audience's understanding of the main points/issues and to use accurate oral language, as well as pronunciation and prosodic features (stress, juncture and intonation) to good effect.</li> <li>After your oral presentation of the reading source, use your discussion questions (stage 3) to initiate a brief discussion of the points selected.</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Concepts and terminology used in English Language teaching for describing form and meaning in language and language use</li> <li>1.2 Language used by learners and teachers</li> <li>1.3 Language selected for teaching programmes</li> <li>1.4 Reference materials for language awareness</li> <li>3.4 Effective use of teaching aids, technical support and self-access materials</li> <li>6.2 Working with people</li> <li>7.1 Professional competence in speaking and writing English</li> <li>7.2 Professional competence in reading and listening to English</li> </ol>	<p>Tutors should mark all oral assignments using the General Mark Scheme for the assessment of spoken language for Component One on page 36.</p> <p>The following task-specific criteria focus on particular considerations relevant to <i>this</i> task. These specific requirements are noted, where relevant, under the same general headings ('Accuracy', 'Range and Flexibility', 'Pronunciation', 'Audience Awareness') in order to guide task-specific assessment.</p> <p><b>Pass</b> level tasks will show that the candidate can:</p> <p><b>Accuracy</b></p> <ol style="list-style-type: none"> <li>1a understand and identify main ideas and implications of the source text</li> <li>1b use clear, generally accurate English for oral presentation and discussion questions</li> </ol> <p><b>Range and Flexibility</b></p> <ol style="list-style-type: none"> <li>1c employ sufficient lexical range and flexibility to convey the content of the source text without distortion</li> <li>1d use appropriate professional-to-professional discourse</li> </ol> <p><b>Pronunciation</b></p> <ol style="list-style-type: none"> <li>1e ensure that pronunciation and use of stress and intonation maintain a reasonable level of intelligibility and are helpful in emphasising key points</li> </ol> <p><b>Audience Awareness</b></p> <ol style="list-style-type: none"> <li>1f select and present relevant information to facilitate understanding</li> <li>1g adapt and adjust information effectively to meet the needs and responses of the audience</li> <li>1h use appropriate and relevant questions to initiate peer group discussion.</li> </ol>

### Notes to centres

Centres will clearly develop different ways of preparing and managing this assessment task. However, the following pointers may be useful:

- a) Feedback from centres and course tutors indicates that it is quite common practice to use techniques such as jigsaw reading, or group presentations of reading sources in order to gain more coverage of course input, to promote a learner-centred approach, and to foster genuine assimilation and discussion of ideas. In this way, this assessment task should not be too disruptive of the normal learning and teaching processes incorporated on many teacher training courses.
- b) Course tutors might like to introduce the idea of providing an oral summary of a reading source early on in the programme in order to familiarise candidates with speaking to the rest of the training group, and lessen anxiety when it comes to presenting for the assignment. Asking groups, then pairs, then individuals to take responsibility for presenting a short reading source could also be a supportive way of leading up to this task as well as providing relevant formative assessment.
- c) While it is important that each candidate selects his or her own source as a basis for the oral presentation, the tutor may wish to group topics and presenters so that the themes and issues raised have some kind of linkage or coherence.
- d) Where possible, presentations might be topically linked to and follow on from the tutor-led input areas of the course schedule.
- e) Depending on the size of the training group, tutors may wish to stagger the presentations over a number of meetings rather than try to assess all candidates at one sitting.
- f) Although this is an integrated task with preparatory stages, the focus of the assessment is on the candidate's spoken language competence only. Thus, while good reading skills and effective note-taking are important stages in preparing for the presentation, these skills are **not** assessed directly in this task. It is not necessary for course tutors to provide, for example, a course in note-taking skills to support this assignment. The assignment requirement to take notes from the reading source is to dissuade candidates from reading the source text aloud in a verbatim manner, as well as to prompt them to consider ways of reorganising written information for an oral medium of presentation. The candidate's notes and a copy of the reading source, however, should be submitted in the candidate's file when presenting samples of work for moderation purposes.
- g) Similarly, the assignment does not assess techniques for making presentations. While effective use, for example, of an overhead transparency or other aids should not be discouraged, and indeed may help the presenter to structure their ideas and feel more confident, these competencies are not assessed in this assignment.
- h) To preserve the validity of the assessment task, the discussion questions should be followed by a brief group discussion so that the candidate can get feedback on his/her questions, and other candidates can benefit in an active way from the presentation. Tutors may choose to allow the discussion to continue as appropriate.
- i) Course tutors should ensure that candidates are not allowed to overrun the maximum allowable time of ten minutes.

**Task 2: Evaluation of the learner's spoken language**

Format	Syllabus focus	Assessment criteria
<p><b>Length: 750–1,000 words</b></p> <p><b>Task outline</b></p> <p>You are required to observe a lesson taught by a colleague and to give your judgement on the English Language ability of the class as a whole. You should present evidence for your judgement in the form of samples of the spoken language used by a range of learners. A minimum of ten samples should be presented, including accurate and inaccurate, appropriate and inappropriate language. The samples should show various aspects of language, (e.g. grammar, pronunciation, vocabulary, function, discourse, style). Finally you should say briefly what aspects of language development the class needs to focus on.</p> <p><b>Guidelines</b></p> <ol style="list-style-type: none"> <li>1 Observe a lesson.</li> <li>2 Give a brief description of the learners (e.g. age, level of English, etc) and of the lesson (e.g. topic, objectives).</li> <li>3 Select a minimum of ten examples of spoken language used by the learners and the contexts in which they were used (e.g. the topic the learner was talking about, a teacher question to which the learner was responding).</li> <li>4 Comment briefly on what each sample shows about the learner's progress in spoken English (e.g. what the learner has already learned, is in the process of learning, has not yet learned).</li> <li>5 Comment briefly on the aspects of language development which the class as a whole needs to focus on.</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Concepts and terminology used in English Language teaching for describing form and meaning in language and language use</li> <li>1.2 Language used by teachers and learners</li> <li>2.3 Learner development and motivation</li> <li>5.2 Monitoring learners' progress and giving feedback</li> <li>7.3 Using spoken English in the classroom</li> </ol>	<p>Tutors should mark all written assignments using the General Mark Scheme for the assessment of written language for Component One on page 35.</p> <p>The following task-specific criteria focus on particular considerations relevant to <i>this</i> task. These specific requirements are noted, where relevant, under the same general headings ('Language Accuracy and Language Awareness', 'Range and Flexibility', 'Organisation and Content', 'Audience Awareness') in order to guide task-specific assessment.</p> <p><b>Pass</b> level tasks will show that the candidate can:</p> <p><b>Language Accuracy and Language Awareness</b></p> <ol style="list-style-type: none"> <li>2a employ generally accurate language in the description of the learners, the lesson, and the commentary on language samples</li> <li>2b demonstrate appropriate understanding and use of terminology to describe a range of learner language</li> </ol> <p><b>Range and Flexibility</b></p> <ol style="list-style-type: none"> <li>2c employ appropriate professional-to-professional discourse</li> </ol> <p><b>Organisation and Content</b></p> <ol style="list-style-type: none"> <li>2d provide examples of the spoken language of learners and the contexts in which they occurred</li> <li>2e draw reasonable conclusions from examples about the learners' progress in English</li> </ol> <p><b>Audience Awareness</b></p> <ol style="list-style-type: none"> <li>2f inform a professional reader.</li> </ol>

**Notes to centres**

- a) Emphasise that candidates should include both accurate and inaccurate, appropriate and inappropriate examples of language use, i.e. they should avoid focussing *exclusively* on errors.
- b) Candidates should show some variety in the aspects of language they choose to focus on, i.e. they should aim to illustrate more than just one or two categories of language (e.g. grammar, pronunciation, vocabulary, function, discourse, style).
- c) While candidates are making notes during the lesson, they should note samples of learner language use which they think are interesting. They then select the best examples when reading their notes afterwards. Remind them also to note the minimal context of each sample (e.g. the topic the learner was talking about, a teacher question to which the learner was responding). Alternatively, they may choose to record a whole lesson and select samples when listening to the recording.
- d) Candidates should, where possible, observe a live lesson. If this is not possible, they may in exceptional circumstances use a video-recording of a lesson given by another teacher. In these cases, centres should ensure that individual candidates use different video recorded lessons.
- e) Centres should indicate, by means of a statement signed by a tutor, that to the best of their knowledge the candidate's work is based on an authentic lesson.

**Task 3: Focus on the learner's written language**

Format	Syllabus focus	Assessment criteria
<p><b>Length: 750–1,000 words</b></p> <p><b>Task outline</b></p> <p>You are required to identify and correct the errors in a sample of written work from two learners who are at different levels and provide appropriate feedback for the learners.</p> <p><b>Guidelines</b></p> <p>Make two copies of each piece of work.</p> <ol style="list-style-type: none"> <li>1 On one copy identify and correct all the errors (the corrected version).</li> <li>2 Correct and annotate the other for the learner; include a brief summarising comment written to the learner (the annotated version).</li> <li>3 Write a brief rationale for the choices made in the annotated version explaining why some errors have been corrected and some not.</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Concepts and terminology used in English Language teaching for describing form and meaning in language and language use</li> <li>1.2 Language used by teachers and learners</li> <li>1.4 Reference materials for language awareness</li> <li>2.3 Learner development and motivation</li> <li>4.3 Teacher and learner language.</li> <li>5.1 Identifying learner needs</li> <li>5.2 Monitoring learners' progress and giving feedback</li> <li>7.1 Professional competence in writing English</li> </ol>	<p>Tutors should mark all written assignments using the General Mark Scheme for the assessment of written language for Component One on page 35.</p> <p>The following task-specific criteria focus on certain particular considerations relevant to <i>this</i> task. These specific requirements are noted, where relevant, under the same general headings ('Language Accuracy and Language Awareness', 'Range and Flexibility', 'Organisation and Content', 'Audience Awareness') in order to guide task-specific assessment.</p> <p><b>Pass</b> level tasks will show that the candidate can:</p> <p><b>Language Accuracy and Language Awareness</b></p> <ol style="list-style-type: none"> <li>3a use accurate language in summarising comments to learners</li> <li>3b demonstrate understanding and use of terminology to describe learner language</li> </ol> <p><b>Range and Appropriacy</b></p> <ol style="list-style-type: none"> <li>3c employ appropriate professional discourse in describing the rationale for correction</li> <li>3d use appropriate language in summarising comments to learners</li> </ol> <p><b>Organisation and Content</b></p> <ol style="list-style-type: none"> <li>3e identify and correct all errors in the corrected version</li> <li>3f make appropriate choices of errors to correct in the annotated version</li> <li>3g make appropriate use of language reference materials such as dictionaries and grammars</li> </ol> <p><b>Audience Awareness</b></p> <ol style="list-style-type: none"> <li>3h provide appropriate and helpful feedback and summarising comments to the learner</li> <li>3i inform a professional reader of the rationale for correction.</li> </ol>

**Notes to centres**

- a) One of the samples must be written by a learner of at least intermediate level and be of around two hundred words in length. If necessary, centres should help candidates to obtain texts at the level required, e.g. where a teacher teaches only lower level classes him/herself, by asking colleagues with higher level classes to provide texts. The requirement to use a sample of at least two hundred words written by a learner of at least intermediate level has been made for standardisation purposes. Individual candidates should not be given the same piece of work as a sample.
- b) Before starting work on the assignment, the candidate should label the work indicating learner level and age if appropriate. S/he should then make two copies of both samples .
- c) Centres could use samples written by learners of a range of levels and ages in input sessions so as to expose candidates to the different demands of giving feedback on a variety of learners' written work.
- d) The rationale should give justification for such areas as: the style of feedback (e.g. error code, full correction); any types of errors consistently left uncorrected; the style and content of the summarising comment to the learner.

**Task 4: Focus on the teacher's language**

Format	Syllabus focus	Assessment criteria
<p><b>Length: 750–1,000 words</b></p> <p><b>Task outline</b></p> <p>You are required to audio or video record yourselves teaching a lesson (or part of a lesson) and select from the recording a minimum of six samples of your classroom talk. You should then comment on both positive and negative aspects of the language you have used in terms of its accuracy and appropriacy for teaching. The samples should show various aspects of language (e.g. grammar, pronunciation, vocabulary, function, discourse, style).</p> <p><b>Guidelines</b></p> <ol style="list-style-type: none"> <li>1 Briefly describe the learners (e.g. age, level of English) and the lesson (e.g. topic, objectives).</li> <li>2 Select a minimum of six <i>different/ varied</i> samples of language that you used and describe the contexts in which the language was used (e.g. the topic you were talking about, a student's comment to which the teacher was responding).</li> <li>3 Comment briefly on each sample showing whether the language is accurate and/or appropriate for teaching the chosen lesson (or part of the lesson) and, in the case of inaccurate or inappropriate language, show insight into how you might have expressed yourself differently.</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Concepts and terminology used in English Language teaching for describing form and meaning in language and language use.</li> <li>1.2 Language used by teachers and learners.</li> <li>4.3 Teacher and learner language.</li> <li>6.1 Evaluating teaching and learning.</li> <li>7.3 Using spoken English in the classroom.</li> </ol>	<p>Tutors should mark all written assignments using the General Mark Scheme for the assessment of written language for Component One on page 35.</p> <p>The following task-specific criteria focus on particular considerations relevant to <i>this</i> task. These specific requirements are noted, where relevant, under the same general headings ('Language Accuracy and Language Awareness', 'Range and Flexibility', 'Organisation and Content', 'Audience Awareness') in order to guide task-specific assessment.</p> <p><b>Pass</b> level tasks will show that the candidate can:</p> <p><b>Language Accuracy and Language Awareness</b></p> <p>4a demonstrate appropriate understanding and use of terminology to describe teacher language</p> <p><b>Range and Appropriacy</b></p> <p>4b use appropriate professional-to-professional discourse</p> <p><b>Organisation and Content</b></p> <p>4c select examples to exemplify range of language</p> <p><b>Audience Awareness</b></p> <p>4d inform a professional reader.</p>

### Notes to centres

- a) Advise candidates to include both accurate and inaccurate, appropriate and inappropriate examples of language use. Assure candidates that they will **not** be penalised for examples of inaccurate or inappropriate language. The aim of this assignment is not to assess teacher language use itself, but to assess the ability of teachers to comment on their classroom language. A sample may range from a single item (a word or phrase, or a mispronounced sound) to a longer stretch of discourse.
- b) Candidates should show some variety in the aspects of language they choose to focus on, i.e. they should aim to illustrate more than just one or two categories of language (e.g. grammar, pronunciation, vocabulary, function, discourse, style) but not necessarily all of them. Remind them also to focus not only on accuracy but also on whether their language was appropriate for teaching within the context in which it was used in the lesson.
- c) Candidates should audio or video record themselves teaching a lesson. If it is impossible for the candidate to obtain recording equipment of any sort, candidates may invite a colleague into their class to record in writing, samples of their language.
- d) Centres should indicate, by means of a statement signed by a tutor, that to the best of their knowledge the candidate's work is based on an authentic lesson.

**Task 5 is for candidates taking Language for Teachers as a stand-alone module.**

### Task 5: Production of a worksheet

Format	Syllabus focus	Assessment criteria
<p><b>Length 750–1,000 words</b></p> <p><b>Task outline</b></p> <p>You are required to write a worksheet that is suitable for classroom, homework or self-access use, try it out and evaluate it.</p> <p>The worksheet should be designed for either a class or a learner with whom you are familiar. The worksheet should provide up to 20–25 minutes (approximately) of learning time spent on the activities or tasks.</p> <p>You may adapt your worksheet from a coursebook or from an authentic spoken or written text source or you can create a series of activities based on a curriculum area or syllabus topic (e.g. a theme, or a functional, grammatical or lexical area).</p> <p><b>Guidelines</b></p> <ol style="list-style-type: none"> <li>1 Provide a brief context describing who the worksheet is for (e.g., a learner at beginner level, a learner following a subject taught through the medium of English), the user's age, level, and needs, and the language and learning aims of the worksheet.</li> <li>2 Indicate the source of the original material from which the worksheet has been prepared. The worksheet may include the following depending on the context and aims of the material: <ul style="list-style-type: none"> <li>– an introduction to the topic or tasks in order to contextualise or arouse interest</li> <li>– clear instructions for each activity or task</li> <li>– advice or information about language (e.g. grammar points, difficult vocabulary items) that may be appropriate</li> <li>– advice on reading, listening, writing strategies, as appropriate</li> <li>– an accurate answer key or commentary, as appropriate.</li> </ul> </li> <li>3 Ask your class/learner to complete the worksheet.</li> <li>4 Invite feedback on the worksheet, if possible from the intended user, or from a colleague on the course.</li> <li>5 Write a brief summary (250 words) of (i) aspects of the worksheet that were successful and (ii) aspects which could be presented differently or improved.</li> </ol>	<ol style="list-style-type: none"> <li>1.4 Reference materials for language awareness</li> <li>3.2 Evaluating and selecting resources and materials</li> <li>3.3 Using, supplementing, adapting and creating materials</li> <li>6.1 Evaluating teaching and learning</li> <li>7.1 Professional competence in speaking and writing English</li> <li>7.4 Using written English in the classroom</li> </ol>	<p>Tutors should mark all written assignments using the General Mark Scheme for the assessment of written language for Component One on page 35.</p> <p>The following task-specific criteria focus on particular considerations relevant to <i>this</i> task. These specific requirements are noted, where relevant, under the same general headings ('Language Accuracy and Language Awareness', 'Range and Flexibility', 'Organisation and Content', 'Audience Awareness') in order to guide task-specific assessment.</p> <p><b>Pass</b> level tasks will show that the candidate can:</p> <p><b>Language Accuracy and Language Awareness</b></p> <ol style="list-style-type: none"> <li>5a use accurate written English for activity instructions, answer keys, and learning advice</li> <li>5b employ generally accurate language in the description of the worksheet context and the evaluation</li> </ol> <p><b>Range and Flexibility</b></p> <ol style="list-style-type: none"> <li>5c write appropriately for the intended level of learner and the purpose of the worksheet</li> <li>5d employ appropriate professional-to-professional discourse for description of context and evaluation of the worksheet</li> </ol> <p><b>Organisation and Content</b></p> <ol style="list-style-type: none"> <li>5e provide a coherent description of context and evaluation sections</li> <li>5f organise worksheet material effectively and appropriately</li> <li>5g make appropriate use of language reference materials such as dictionaries and grammars</li> </ol> <p><b>Audience Awareness</b></p> <ol style="list-style-type: none"> <li>5h write sufficiently clearly for a user who may be working independently</li> <li>5i inform a professional reader of context, design considerations, and evaluation of the worksheet.</li> </ol>

### Notes to centres

This assignment gives candidates the opportunity to write accurate and appropriate English for a learner. As part of their worksheet, as well as comprehension questions, they can include other helpful learning activities. These could be language awareness tasks, advice or information about a language point, a practice activity for vocabulary, a grammar or functional area, instructions and guidance for a writing task, an answer key, and so on. One of the reasons for framing this task in the form of a worksheet for independent use by a learner for homework, for example, is to assess the candidate's ability to write using clear language that is context-independent. In other words, the worksheet should be intelligible and clear to a user who is not able to ask for further clarification or reformulation of information. This places a premium upon accuracy and clarity of language. While it is not possible to completely separate language proficiency for professional purposes from methodological knowledge, the primary assessment focus for this task is on the candidate's use of written language (see Band Descriptions on page 35 for marking criteria). Candidates must show an acceptable degree of audience awareness in their writing and be able to convey instructions or provide examples that use appropriate language for the user(s) but the task does not assume a sophisticated understanding of materials design.

### Possible examples of worksheets

- The candidate finds an appropriate text and writes an introduction to the topic of the text, provides a glossary of unknown words, some questions on the text, some activities to help the user practise selected words and/or a grammar point, and writes an answer key.
- The candidate wants a learner to consult a website for homework. S/he writes an interesting summary of the site to motivate the user, adds some instructions to help the user access the site or specific information within it, and writes some questions about the user's opinion of the site. Finally, s/he writes his/her own opinion of the site in a short text and asks the learner to write up their opinion.
- The candidate wants the user to write some dialogue balloons to accompany a strip cartoon. S/he designs a worksheet in which instructions are given to read a short strip cartoon. S/he then provides language advice to help the learner notice the use of certain functional exponents contained in the cartoon, e.g. complaining. After consulting a reference work, s/he produces a table of exponents which vary according to formality, purpose and context. S/he then writes a short quiz to practise the use of these exponents and provides an answer key with a playful commentary on the user's score. A further cartoon is included containing instructions to the user to write a dialogue for the speech bubbles. Finally, suggested answers and a commentary are provided.

An important stage of this task is to elicit feedback from a user of the worksheet, which should be incorporated in the summary. The focus of the questions should be on the clarity and appropriacy of the language used in the worksheet: Which aspects were clear/not clear? Did you always understand what to do? What difficulties did you have? How could the worksheet be improved?

*It is important that the worksheet is the candidate's own work. While coursebook material can be adapted for homework or independent use, there must be a sufficient volume of the candidate's own writing for the tutor to make an assessment of their writing skills.*

Task 6 is for candidates taking Language for Teachers as a stand-alone Module.

**Task 6: Assessment of teacher language in the classroom**

Format	Syllabus focus	Assessment criteria
<p><b>Task outline</b></p> <p>You will be observed teaching a lesson during which you should carry out one or more normally teacher-fronted tasks (such as setting up an activity, explaining a language point for initial presentation or revision, getting whole-class feedback on a class or homework task). You will be assessed only on your language use.</p> <p>The class used can be a real class or a class specifically constituted for teaching practice.</p>	<p>1.1 Concepts and terminology used in English Language teaching for describing form and meaning in language and language use</p> <p>1.2 Language used by teachers and learners</p> <p>7.3 Using spoken English in the classroom</p> <p>7.4 Using written English in the classroom</p>	<p>Tutors should mark all oral assignments using the General Mark Scheme for the assessment of spoken language for Component One on page 36.</p> <p>The following task-specific criteria focus on certain particular considerations relevant to <i>this</i> task. These specific requirements are noted, where relevant, under the same general headings ('Accuracy', 'Range and Flexibility', 'Pronunciation', 'Audience Awareness') in order to guide task-specific assessment.</p> <p><b>Pass</b> level tasks will show that the candidate can:</p> <p><b>Accuracy</b></p> <p>6a use clear, generally accurate English for teaching purposes (may include classroom management, response to learners, dealing with language content)</p> <p>6b use language for classroom purposes that provides a good model for learners</p> <p><b>Range and Flexibility</b></p> <p>6c employ language that is appropriate to the learners' level</p> <p>6d reinforce, simplify or clarify meaning when necessary</p> <p><b>Pronunciation</b></p> <p>6e display generally clear and accurate pronunciation</p> <p>6f use stress and intonation to reinforce meaning</p> <p>6g provide a clear, consistent model for learners</p> <p><b>Audience Awareness</b></p> <p>6h select and grade language in response to learners' language needs and potential difficulties</p> <p>6i show awareness and responsiveness to learners' misunderstanding or lack of understanding.</p>

**Notes to centres**

- a) The idea behind this assignment is to give an opportunity for Language for Teachers courses and candidates on them to attend to the quality of their everyday classroom language.
- b) Ideally, candidates should be observed and assessed with their own class, in their normal teaching environment. However, any 'live' teaching of real learners of English will be considered appropriate. Peers can be used if there is no other alternative.
- c) In exceptional circumstances (e.g. where 'live' teaching is not possible for logistical, legal or other reasons) centres may use audio or video recordings of candidates teaching.
- d) Although language and methodology are often inextricably linked, assessing tutors should endeavour to focus on the quality of the candidate's language and not be distracted by the quality of the methodology of the lesson or the classroom practice of the candidate.

## COMPONENT TWO: TEACHING – Specifications for Supervised and Assessed Teaching

Format	Assessment criteria
<p>You will teach a minimum of four lessons, supervised and assessed by a tutor. At least three of these lessons must be with classes of a size which is considered normal in local conditions.</p> <p>For each lesson you must provide:</p> <p><b>a lesson plan which:</b></p> <ul style="list-style-type: none"> <li>specifies the aims and learning objectives and states any important assumptions of prior knowledge needed for the achievement of aims</li> <li>describes the procedures planned</li> <li>includes a description of the language item/skill which the lesson focuses on</li> <li>is accompanied by a sourced copy of the materials to be used</li> </ul> <p><b>a rationale which:</b></p> <ul style="list-style-type: none"> <li>includes a brief profile of the learners and describes the age and level of the learners and outlines their linguistic and affective needs</li> <li>explains how the needs of the learners relate to the aims and objectives of the lesson</li> <li>provides a clear analysis of any anticipated problems and possible anticipated solutions</li> </ul> <p><b>Post-lesson evaluation</b> After the lesson, you should evaluate your lesson in discussion with your tutor, formulate action points for on-going development and provide a brief written summary of the discussion and the action points.</p> <p><b>SYLLABUS FOCUS</b> Language knowledge and awareness (Unit 1) The background to teaching and learning English (Unit 2) Resources and materials (Unit 3) Planning and management of teaching and learning (Unit 4) Evaluation, monitoring and assessment (Unit 5) Professional development (Unit 6) Language for teachers (Unit 7)</p>	<p>At <b>Pass</b> level, the candidate can:</p> <p><b>1 Lesson planning</b></p> <ol style="list-style-type: none"> <li>identify learning objectives appropriate to the needs, age and ability level of the group</li> <li>select and/or adapt materials and/or activities suitable for the learners and the lesson objectives including, where appropriate, stories, art, music, investigations outside the classroom</li> <li>assign realistic timing to the stages in the lesson</li> <li>include an appropriate variety of activity, interaction and pace</li> <li>anticipate potential difficulties with language and activities</li> <li>present plans in language which is clear, accurate (including the appropriate use of terminology) and easy to read</li> <li>present materials for classroom use with a professional appearance and regard for copyright requirements</li> </ol> <p><b>2 Classroom teaching skills</b></p> <ol style="list-style-type: none"> <li>establish rapport</li> <li>foster a constructive and safe learning environment taking into account appropriate learner and teacher roles</li> <li>set up and manage a range of classroom events</li> <li>maintain discipline, showing sensitivity to individual needs</li> <li>maintain learners' interest and involvement</li> <li>teach in a way that encourages the development of learner autonomy</li> <li>teach language items effectively</li> <li>convey the meaning of new language with clear and appropriate context and check learners' understanding of it</li> <li>help learners develop language accuracy</li> <li>monitor learners' language performance and give appropriate feedback</li> <li>identify errors and sensitively correct learners' oral and written language when and where appropriate</li> <li>make appropriate use of learners' first and other languages</li> <li>teach language skills appropriately and effectively including literacy where relevant</li> <li>help learners develop language fluency</li> <li>use appropriate aids, materials and resources (including the board) effectively</li> <li>adapt plans and activities appropriately in response to the learners and to classroom contingencies</li> <li>achieve learning objectives</li> </ol> <p><b>3 Lesson evaluation</b></p> <ol style="list-style-type: none"> <li>reflect critically on their plan and their teaching</li> <li>review and adapt their practice in the light of this reflection and of the views of tutors, colleagues and learners</li> <li>set targets for on-going development (and, where appropriate, for the next assessed lesson)</li> </ol> <p><b>4 Use of English</b> Use clear, generally accurate and appropriate language for all aspects of classroom teaching (see also assessment criteria on page 27)</p> <p>At <b>Merit</b> level, the candidate can meet all of the above criteria. In addition, classroom performance will give strong and consistent evidence of all-round effectiveness as a classroom practitioner, in terms of qualities such as flexibility, organisational ability, independence of judgement, confidence, rapport with students and support for learning.</p> <p>At <b>Distinction</b> level, the candidate can meet all the criteria specified above. In addition, there will be consistent evidence of exceptional ability in terms of the following:</p> <ol style="list-style-type: none"> <li>breadth of knowledge</li> <li>depth of understanding</li> <li>insight into learners and learning.</li> </ol>

**COMPONENT THREE: METHODOLOGY – ASSIGNMENT SPECIFICATIONS****General assessment criteria**

**Pass** level assignments will show that the candidate can:

- 1 complete the assignment as detailed in the Assignment outline
- 2 present the assignment in language which is sufficiently clear, accurate and easy to read in relation to the language requirements of ICELT (see also Pass level criteria on page 35)
- 3 show knowledge and understanding of relevant theory and principles contained in the ICELT syllabus
- 4 draw on this knowledge and understanding to evaluate their own strengths and weaknesses as English teachers, and to draw up justified plans for their own continuing development as ELT practitioners
- 5 present materials with a professional appearance
- 6 include acknowledged references to a limited number of appropriate sources relevant to the theme of the assignment. Each assignment should provide evidence of the candidate having read sufficiently to show his/her understanding of the main points of accepted current theory and the ability to relate these points to his/her classroom practice.

The general criteria outlined above should be used to assess the four assignments outlined on pages 31–34. Specific criteria are included as part of each assignment

**Assignment 1: Evaluation of teaching**

Format	Syllabus focus	Assessment criteria
<p><b>Length: 1,000–1,500 words</b></p> <p><b>Assignment outline</b></p> <p>You are required to teach a lesson and analyse and evaluate it with reference to the following:</p> <ul style="list-style-type: none"> <li>• Achievement of learning objectives</li> <li>• Design and implementation of tasks and activities</li> <li>• Classroom management</li> <li>• Teacher and learner language</li> </ul> <p><b>Guidelines</b></p> <ol style="list-style-type: none"> <li>1 Teach the lesson, then: <ol style="list-style-type: none"> <li>a Identify which of the above or which elements of the above were successful in your lesson, and support your view with evidence.</li> <li>b Identify which of the above or which elements of the above were not so successful in your lesson. Why do you think this was?</li> </ol> </li> <li>2 With reference to your lesson preparation for this lesson, including your lesson plan, state what aspects of your planning contributed to the success of the areas identified in 1a.</li> <li>3 With reference to your lesson preparation for this lesson, including your lesson plan, state how you would change your lesson and lesson plan to avoid the difficulties described in 1b and state why these changes would improve the lesson.</li> <li>4 Outline the steps you will take to further the development of your linguistic and professional understanding and skills with regard to your analysis in sections 1–3.</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Concepts and terminology used in English language teaching for describing form and meaning in language and language use</li> <li>1.2 Language used by teachers and learners</li> <li>1.3 Language selected for teaching programmes</li> <li>2.2 Learning theory</li> <li>3.2 Evaluating and selecting resources and materials</li> <li>4.1 Planning for teaching</li> <li>4.2 Classroom management</li> <li>4.3 Teacher and learner language</li> <li>4.4 Classroom procedures and techniques</li> <li>6.1 Evaluating teaching and learning</li> <li>6.2 Working with people</li> <li>6.3 Continuing professional development</li> </ol>	<p><b>Specific assessment criteria</b></p> <p><b>Pass</b> level assignments will show that the candidate can:</p> <ol style="list-style-type: none"> <li>1a analyse and evaluate the lesson with reference to the areas outlined</li> <li>1b identify successful and less successful elements of the lesson with reference to these areas</li> <li>1c demonstrate understanding of the underlying causes of these</li> <li>1d outline steps for further development of his/her linguistic and professional understanding and skills in the areas outlined.</li> </ol> <p>At <b>Merit</b> level, the candidate can meet all the specific pass level criteria listed above. In addition, there will be evidence of greater ability and understanding in at least two of the above specific criteria and in general criteria 3 and 4 listed on page 30.</p> <p>At <b>Distinction</b> level, the candidate can meet all the criteria listed above. In addition, there will be consistent evidence of exceptional ability in terms of the following:</p> <ol style="list-style-type: none"> <li>a breadth of knowledge</li> <li>b depth of understanding</li> <li>c sensitivity and ability to respond to learners' needs and expectations</li> <li>d their insight into the topics under discussion and the evaluation.</li> </ol>

**Notes to centres**

- a) This assignment can be developed from a skills or a language-based lesson.
- b) Each section of the assignment should be roughly the same length.
- c) For Sections 1a and 1b, it is not necessary for candidates to comment on elements from all four areas: a total of two or three points for 1a and 1b discussed in detail will be sufficient.
- d) A copy of the original lesson plan should be submitted with the assignment.
- e) For Section 3, candidates do not need to attach an amended lesson plan.
- f) Candidates should outline development steps for both linguistic and professional development.
- g) This lesson can, but need not be, one of the lessons assessed for Component Two.

## Assignment 2: Planning beyond the lesson

Format	Syllabus focus	Assessment criteria
<p><b>Length: 1,000–1,500 words</b></p> <p><b>Assignment outline</b></p> <p>You are required to teach and evaluate a language-focussed lesson and complete follow-up work.</p> <p><b>Guidelines</b></p> <ol style="list-style-type: none"> <li>1 After teaching and reflecting on the lesson, outline your plan for the next three or four lessons and give a rationale for your plan. For your rationale you should consider one or all of the following issues: <ol style="list-style-type: none"> <li>a what extra practice your learners need to develop their skill in using the target language from this lesson</li> <li>b how you could help them extend their analytical understanding of the target language from this lesson</li> <li>c what language development work you would move onto next and give reasons.</li> </ol> </li> <li>2 Select one piece of material and/or one classroom activity that you would use to achieve one of these aims (a,b or c) in one of your lessons. <ol style="list-style-type: none"> <li>a explain how you would use the material or organise the activity in order to achieve the aim</li> <li>b comment on the difficulties that the learners might have with the materials/activity and explain how you would help them.</li> <li>c justify your decisions in 2a and 2b</li> </ol> </li> </ol> <p>You may use published ELT materials or materials from another source. The practice or development may be planned for classroom use, homework or self-study. You should include a copy of the material used.</p>	<ol style="list-style-type: none"> <li>1.1 Concepts and terminology used in English Language teaching for describing form and meaning in language and language use</li> <li>1.3 Language selected for teaching programmes</li> <li>1.4 Reference materials for language awareness</li> <li>2.3 Learner development and motivation</li> <li>2.4 Implementing teaching programmes to meet the needs of learners in a given context</li> <li>3.1 Resources and materials</li> <li>3.2 Evaluating and selecting resources and materials</li> <li>3.3 Using, supplementing, adapting and creating materials</li> <li>4.1 Planning for teaching</li> <li>6.1 Evaluating teaching and learning</li> <li>6.3 Continuing professional development</li> </ol>	<p><b>Specific assessment criteria</b></p> <p><b>Pass</b> level assignments will show that the candidate can:</p> <ol style="list-style-type: none"> <li>2a select (or adapt or design) materials/ activities appropriate to the learners' needs, their grasp of the previously taught material and the objectives</li> <li>2b organise activities in logical sequence and describe the rationale behind the ordering</li> <li>2c show an ability to identify potential problems and offer some realistic possible solutions</li> <li>2d justify planning decisions reached on the basis of evaluation of their own teaching.</li> </ol> <p>At <b>Merit</b> level, the candidate can meet all the specific pass level criteria listed above. In addition, there will be evidence of greater ability and understanding in at least two of the above specific criteria and in the general criteria 2 and 3 listed on page 30.</p> <p>At <b>Distinction</b> level, the candidate can meet all the criteria listed above. In addition, there will be consistent evidence of exceptional ability in terms of the following:</p> <ol style="list-style-type: none"> <li>a breadth of knowledge</li> <li>b depth of understanding</li> <li>c sensitivity and ability to respond to learners' needs and expectations</li> <li>d their insight into the topics under discussion.</li> </ol>

## Notes to centres

- a) This assignment should be developed from a language- (not a skills) focussed lesson.
- b) Candidates should include the original lesson plan and evaluation with the assignment.
- c) Sections 1 and 2 will probably be roughly the same length.
- d) Section 1b could refer to remedial or extension work with the target language.
- e) In section 1, candidates are not required to describe practice activities or remedial/extension work in detail or analyse new target language in detail.
- f) Section 2a could be presented as a full lesson plan, as a written description/rationale or as a combination of the two.
- g) This lesson can, but need not be, one of the lessons assessed for Component Two.

**Assignment 3: Evaluating and supplementing materials**

Format	Syllabus focus	Assessment criteria
<p><b>Length: 1,000–1,500 words</b></p> <p><b>Assignment outline</b></p> <p>You are required to analyse briefly some course material and to select some appropriate material to include in a lesson as a supplement. You should use this material in a lesson and then evaluate its effectiveness.</p> <p><b>Guidelines</b></p> <p>1a Briefly go through a unit or selection of units in your course book/course materials. Describe how you might supplement it/them for use with a specific class commenting on what is missing, not appropriate, or simply how you might provide variety. State what you might need to supplement with additional material such as visuals, authentic texts or material adapted from other sources.</p> <p>1b Identify supplementary material and provide a rationale for selection and use.</p> <p>2 Plan a lesson using your chosen supplementary material. Ensure a copy of all material, original and adapted, is included, and that sources are copyrighted and referenced.</p> <p>3 Teach the lesson and then evaluate the effectiveness of the material used. Reflect on what happened in the lesson and how this differed from your expectations at the planning stage. Outline what action you would take if you wanted to use the material again and why.</p>	<p>1.1 Concepts and terminology used in English Language teaching for describing form and meaning in language and language use</p> <p>3.1 Resources and materials</p> <p>3.2 Evaluating and selecting resources and materials</p> <p>3.3 Using, supplementing, adapting and creating materials</p> <p>3.4 Effective use of teaching aids, technical support and self-access materials</p> <p>4.1 Planning for teaching</p> <p>4.4 Classroom procedures and techniques</p> <p>6.1 Evaluating teaching and learning</p> <p>6.3 Continuing professional development</p> <p>7.1 Professional competence in speaking and writing English</p>	<p><b>Specific assessment criteria</b></p> <p><b>Pass</b> level assignments will show that the candidate can:</p> <p>3a make accurate use of appropriate terminology to describe the design and use of classroom materials and resources</p> <p>3b demonstrate the ability to use, adapt and/or create resources and materials effectively to meet the needs of learners and lesson objectives</p> <p>3c evaluate the material and its use in the lesson</p> <p>3d outline steps for potential future use of material.</p> <p>At <b>Merit</b> level, the candidate can meet all the specific pass level criteria listed above. In addition, there will be evidence of greater ability and understanding in at least two of the above specific criteria and in the general criteria 2 and 3 listed on page 30.</p> <p>At <b>Distinction</b> level, the candidate can meet all the criteria listed above. In addition, there will be consistent evidence of exceptional ability in terms of the following:</p> <p>a breadth of knowledge</p> <p>b depth of understanding</p> <p>c sensitivity and ability to respond to learners' needs and expectations</p> <p>d their insight into the topics under discussion.</p>

**Notes to centres**

- This assignment can be delivered from a skills or language-focussed lesson.
- Section 1 and Section 3 should be approximately the same length.
- All the materials should be submitted with the assignments as an appendix.
- Section 2 should include a copy of the lesson plan and a group profile if different from previous assignments. The profile should include information about the types of activities and materials that work well with this group to help provide the rationale for the choice of supplementary materials. The profile should also include any special needs such as deafness or dyslexia that may have influenced decisions on materials used.
- Decisions on the use of supplementary materials should be linked to reflection on the learners' coursebook.
- Evaluation should refer to whether technical aids or the classroom resources were used to facilitate materials use, and if authentic materials were used, whether they were made accessible and how.
- The lesson used for this assignment should not be one of the lessons assessed for Component Two. However, candidates will need to provide evidence that it was taught.

## Assignment 4: Learners and learning

Format	Syllabus focus	Assessment criteria
<p><b>Length: 1,000–1,500 words</b></p> <p><b>Assignment outline</b></p> <p>With reference to a lesson you have taught, describe and evaluate differences in learner response and consider ways in which the quality of learning can be improved.</p> <p><b>Guidelines</b></p> <ol style="list-style-type: none"> <li>1 Consider the different ways in which your learners responded to a lesson you have taught. Try to describe and account for any differences in how they responded and in what they achieved. Your comments should include reference to some (BUT NOT ALL) of the following: <ol style="list-style-type: none"> <li>a ability</li> <li>b personality</li> <li>c attitude</li> <li>d motivation</li> <li>e learning style</li> <li>f gender</li> <li>g age</li> <li>h level</li> <li>i social and cultural background</li> <li>j language and behaviour of the teacher</li> </ol> <p>In this section you should try to link your specific comments about the lesson and your learners with ideas about learners and learning which you have met on the ICELT course and in the reading which you have done for this assignment.</p> </li> <li>2 Outline any ideas you have for ways in which you can improve the quality of learning achieved by your learners in future lessons. Where it is appropriate, you should include ideas which will help your learners to perform successfully in a forthcoming test or examination. <p>In this section you should link your ideas for improvement with the discussion in Section 1.</p> </li> <li>3 Describe how you would know this improvement had taken place.</li> <li>4 Give your rationale for the ideas you have put forward in response to sections 2 and 3 of this assignment.</li> </ol>	<ol style="list-style-type: none"> <li>1.2 Language used by teachers and learners</li> <li>2.1 The context of English Language teaching</li> <li>2.2 Learning theory</li> <li>2.3 Learner development and motivation</li> <li>2.4 Implementing teaching programmes to meet the needs of learners in a given context</li> <li>4.3 Teacher and learner language</li> <li>5.1 Identifying learner needs</li> <li>5.2 Monitoring learners' progress and giving feedback</li> <li>5.3 Preparing learners for tests and examinations</li> <li>6.1 Evaluating teaching and learning</li> <li>6.3 Continuing professional development</li> </ol>	<p><b>Specific assessment criteria</b></p> <p><b>Pass</b> level assignments will show that the candidate can:</p> <ol style="list-style-type: none"> <li>4a identify and account for individual differences in progress and achievement of learners</li> <li>4b identify and prepare teaching strategies to improve progress and achievement of all learners in a given class</li> <li>4c monitor and/or assess progress and achievement of learners in response to different teaching strategies</li> <li>4d provide a rationale for your chosen means of monitoring and expressing learner progress and achievement.</li> </ol> <p>At <b>Merit</b> level, the candidate can meet all the specific pass level criteria listed above. In addition, there will be evidence of greater ability and understanding in at least two of the above specific criteria and in the general criteria 2 and 3 listed on page 30.</p> <p>At <b>Distinction</b> level, the candidate can meet all the criteria listed above. In addition, there will be consistent evidence of exceptional ability in terms of the following:</p> <ol style="list-style-type: none"> <li>a breadth of knowledge</li> <li>b depth of understanding</li> <li>c sensitivity and ability to respond to learners' needs and expectations</li> <li>d insight into the topics under discussion.</li> </ol>

**Notes to centres**

- a) Each section of the assignment should be roughly of the same length.
- b) Candidates may choose whether they focus on all the learners in the class or on a small group of them; they must not, however, deal with only one learner.
- c) Candidates may choose whether they deal with the whole lesson or with only part of the lesson.
- d) Candidates may work on what they remember of the lesson or may use an audio or video recording, and/or an observer.
- e) Candidates should focus on one lesson, but this lesson may be one of a series of lessons in which individual differences among learners have been noted. The lesson can, but need not be, one of the lessons assessed for Component Two. In either case, the full lesson plan should be attached as an appendix.

General Mark Scheme for the Assessment of Written Language for Component One *Language for Teachers Tasks 2–5*

	Language Accuracy and Language Awareness	Range and Flexibility	Organisation and Content	Audience Awareness
<b>Distinction</b>	No significant language errors. The writing shows an accurate grasp of lexis and complex structures when appropriate to purpose. The candidate shows an impressive understanding of concepts and knowledge used to describe language.	There appear to be few limitations on the range of language available to the candidate. S/he can express himself/herself with clarity and precision, relating flexibly and effectively to purpose and audience	The writing is skilfully organised and coherent. Fulfills the task requirements excellently within the word limit. An excellent range of reading sources that inform the writing has been sensitively and critically understood.	The writing and organisation are fully appropriate and helpful to the intended audience.
<b>Merit</b>	Very good control of lexis and grammar. There are few significant errors. The candidate shows a good understanding of concepts and knowledge used to describe language.	Can express a good range of ideas with clarity and precision using language flexibly and effectively. Can deploy quite a varied range of lexis and structures that match the written purpose and audience.	The writing is effectively organised and coherent. Fulfills the task requirements effectively. A good range of reading sources that inform the writing has been fully understood by the candidate.	The writing presents very few difficulties for the intended audience. The organisation and language choices are generally appropriate and helpful.
<b>Pass</b>	Good control of lexis and grammar. There may be some errors of language but these do not greatly impair meaning or understanding. The candidate shows a satisfactory understanding of concepts and knowledge used to describe language.	Can convey information and ideas with reasonable precision, though clarity may be reduced when attempting to convey more complex ideas. Adequate, though limited repertoire of vocabulary and a restricted range of more complex structures. Has a fairly good range of simple language, but lacks flexibility and displays lexical limitations.	The writing is adequately organised and coherent. Task requirements are adequately fulfilled although there may be some difficulty in expressing more complex points. A reasonable range of reading sources that inform the writing has been adequately understood by the candidate.	Some of the writing might require greater concentration from the intended reader but overall it achieves its intended purpose for the specified audience.
<b>Not to standard</b>	Language errors intrude frequently and cause considerable problems in following the writer's train of thought. The candidate shows a limited and frequently inaccurate understanding of concepts and knowledge used to describe language.	Has a very limited range of basic structures and lexis. Lexis and structures used are frequently inappropriate to the written purpose and audience.	The writing is not well organised and lacks coherence. One or more specific criteria have not been met. Either a very limited range of reading sources drawn on, and/or sources have not been adequately understood by the candidate.	The writing causes considerable strain for the reader. The purpose and message of the writing is frequently confusing and misleading for the intended audience.
<b>Well below requirements</b>	Inadequate control of even basic structures and lexis. The candidate shows an extremely limited and frequently inaccurate understanding of concepts and knowledge used to describe language.	Lexis and structures used are extremely limited and completely inappropriate for the written purpose and audience.	The writing is largely irrelevant and/or inappropriate with little or no organisation. The task requirements are not addressed. Reading sources are either not used or there may be evidence of considerable plagiarism.	Minimal awareness of audience needs

**Notes on grading of Component One tasks**

- 1 This mark scheme should be used in conjunction with the task-specific assessment criteria provided for Tasks 2, 3, 4 and 5.
- 2 Pass level assignments must show evidence that the candidate has adequately met the specific criteria listed for each task.

## General Mark Scheme for Assessment of Spoken Language for Component One Language for Teachers Tasks 1 and 6

	Accuracy	Range and Flexibility	Pronunciation	Audience Awareness
<b>Distinction</b>	Maintains consistent grammatical and lexical accuracy with very few errors, and none that impede communication. The speaker is not restricted to simple utterances and is capable of handling more complex structures when appropriate.	Has a good command of a broad range of language. Displays a wide repertoire of vocabulary and sensitivity to appropriate collocation and register. Sufficiently flexible to overcome any difficulties where particular items may be lacking. Can deploy language with a degree of delicacy almost always appropriate to context, function and intention. Nuances of meaning are conveyed clearly and there is nothing to cause confusion or misinterpretation.	Pronunciation is of a consistently high standard, with very few instances of mispronounced sounds. Can vary information and place sentence stress to express finer shades of meaning. All utterances are comprehensible without imposing any strain on the listener. Some residual L1 influence may be apparent, but this should not be regarded as a problem. An excellent model for teaching purposes.	Can structure information in a completely logical way, showing a high degree of audience awareness. Shows evidence of paralinguistic features that help to convey and reinforce meaning, e.g. use of eye contact, pausing, chunking information.
<b>Merit</b>	Good grammatical and lexical control. Some slips and incidental errors occur, but do not detract from the effective communication of the speaker's message.	Can express a good range of ideas with clarity and some degree of lexical delicacy. Can deploy quite a wide range of vocabulary and structures without much conspicuous searching for words. May lack the flexibility to convey fine shades of meaning.	Clear and consistent phonological control, with pronunciation very rarely causing any distortion of meaning or problems with comprehensibility. Provides clear indications of ability to reinforce meaning through the use of appropriate stress and intonation. A good model for teaching purposes.	Can organise information effectively, with a reasonable degree of audience awareness. Able to establish and maintain contact with audience, and to convey meaning without any ambiguity.
<b>Pass</b>	Can communicate with reasonable accuracy and control. There may be a number of errors, but these do not seriously impede effective communication.	Generally clear, though clarity may be reduced when attempting to convey more complex ideas. Adequate, though limited repertoire of vocabulary and a restricted range of more complex structures. Has a fairly good range of simple language, but lacks flexibility and displays lexical limitations.	Pronunciation is generally clear enough to be understood, with reasonable control of basic stress and intonation patterns. An adequate model for teaching purposes.	Can convey key points with some confidence, though organisation may be flawed. Able to maintain listeners' interest without excessive hesitation, though pauses may be needed for planning and/or repair.
<b>Not to standard</b>	Uses some simple structures correctly but still systematically makes basic mistakes. Lack of grammatical and lexical control makes extended discourse quite difficult.	Very limited range of basic structures and a lexical repertoire evidently restricted to short, memorised chunks. Generally unable to maintain continuity of discourse.	Pronunciation is generally intelligible, though L1 interference frequently puts a strain on the listener. Uncertain control of stress and intonation to convey or reinforce meaning.	Little ability to organise information effectively, showing minimal awareness of audience. Finds it hard to keep going. Displays little awareness of audience's language level or needs.
<b>Well below requirements</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised structure. Inadequate sample of language for assessment.	Extremely limited range of language available. Insufficient range displayed for assessment.	Pronunciation is frequently unintelligible, making comprehension extremely difficult or impossible.	Unable to organise information effectively, showing very little or no audience awareness. Displays no awareness of audience's language level or needs.

### Notes on grading of Component One tasks

- 1 This mark scheme should be used in conjunction with the task specific assessment criteria provided for Tasks 1 and 6.
- 2 Pass level assignments must show evidence that the candidate has adequately met the specific criteria listed for each task.