

**INTERNATIONAL CERTIFICATE in TESOL  
UNIT SPECIFICATION for EBC SERVICIOS LINGUISTICOS**

**Level 4**

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**Certificate in TESOL**

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**Specification for use by EBC Servicios Linguisticos**

## INTERNATIONAL CERTIFICATE in TESOL UNIT SPECIFICATION for EBC SERVICIOS LINGUISTICOS

### ***ASCENTIS' MISSION STATEMENT***

#### **'Building Partnerships to Advance and Accredit Lifelong Learning for All.'**

#### **About Ascentis**

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. OCNW was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An English National Awarding Body (NAB)** approved by the national regulator Ofqual and also
- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA)

Ascentis also develop and award a wide range of Customised qualifications which are developed to customers specifications using national criteria and which do not need to be regulated as they are not intended to be delivered using Public Funds or are to be delivered outside the regulators remit.

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students across all levels from Entry Level 1 through to Level 8 (based on the QCF level descriptors). The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

#### **Ascentis Contact Details:-**

Ascentis  
Office 4  
Lancaster Business Park  
Mannin Way  
Caton Road  
Lancaster  
LA1 3SW

Tel: 01524 845046

E-mail: [Info@Ascentis.co.uk](mailto:Info@Ascentis.co.uk)

Website: [www.ascentis.co.uk](http://www.ascentis.co.uk)



**INTERNATIONAL CERTIFICATE in TESOL  
UNIT SPECIFICATION for EBC SERVICIOS LINGUISTICOS**

<b>Qualification Title</b>	<b>International Certificate in TESOL</b>				
<b>Qualification NLH</b>	<b>150</b>		<b>Qualification Credit Value</b>		<b>15</b>
<b>Unit Title</b>	<b>UNIT 1 – LEARNING THEORY</b>				
<b>QCF Level</b>	4	<b>SCQF Level</b>	7	<b>Unit Notional Learning Hours</b>	15
<b>Ring-fenced</b>		Yes	X	No	<b>Unit Credit Value</b>
<b>Introduction</b> (Please include rationale and target group for the unit)					
<p>This qualification consists of 6 units all of which must be completed to achieve the Certificate</p> <p><b>Unit 1 – Learning Theory</b>  <b>Unit 2 – Lesson Planning</b>  <b>Unit 3 – Managing the Classroom</b>  <b>Unit 4 – Teaching Grammar</b>  <b>Unit 5 – Teaching Practise</b>  <b>Unit 6 – Teaching the Main Skills</b></p> <p>Unit 1 is designed to provide trainees with a firm grounding in the basic theories of second language acquisition, with the aim of allowing potential teachers of EFL/ESOL to increase their effectiveness in the classroom. This unit aims to develop or build on trainees’ awareness of factors involved in the language learning process, and how to develop teaching methods appropriate to the target learners.</p> <p>Students have many different profiles, and their learning patterns are subject to a number of variables, most notably age. This unit emphasises the importance of catering to the learning styles of the student, and provides trainees with a solid introduction to the learning cycle and the elements necessary for successful language learning in the classroom. Trainees are exposed to teaching models which have strongly influenced current practice, and begin to use their new awareness of the teacher-student relationship to plan and evaluate lessons. Given the importance of preparing and executing a plan appropriate to the groups or individuals concerned, this unit places particular emphasis on the differences between teaching children, adolescents and adults.</p> <p>The above skills provide a necessary foundation for practical and further theory work presented in Units 2 to 6.</p>					
<b>Learning outcomes</b> (The learner will)			<b>Assessment criteria</b> (The learner can)		
1. Understand the differences between TEFL and TESOL, and how to adjust teaching styles accordingly			1.1 Distinguish between appropriate learning outcomes for students of TEFL and TESOL		
			1.2 Prepare lesson plans appropriate to the learning requirements		
2. Understand the difficulties encountered by learners of English			2.1 Examine common issues in language learning		
			2.2 Examine potential problems relating to learning		
			2.3 Prepare possible solutions to potential problems		
			2.4 Appraise the effectiveness of lessons through a variety of means (Concept Checking Questions (CCQs), informal testing etc)		

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3. Be able to recognise and appreciate a variety of learning styles from a wide period of history	3.1. Analyse and contrast learning styles, and their advantages and disadvantages in theory and in practice
	3.2 Demonstrate an understanding of learning styles in the preparation of lesson plans
4. Understand a variety of learning structures necessary for effective lesson planning	4.1 Select or design tasks appropriate for learners, taking into account assumed knowledge
	4.2 Prepare a range of materials and resources for all stages of a lesson.
	4.3 Review and revise presentations to meet the current capabilities of the students
	4.4 Demonstrate a range of student interactions, e.g. pairs, groups, individual etc
	4.5 Prepare a teaching plan which features appropriate timing and staging
5. Understand the issues involved in teaching across the age spectrum	5.1 Demonstrate use of tasks and language appropriate to age in the preparation and execution of lesson plans

### Indicative Unit Content

The content is based on the following:

#### Introduction to TEFL

- Language analysis and usage
- EFL teaching theory and practical application
- Classroom management
- Lesson planning and evaluation

#### Learning versus teaching

- The difference between learning and teaching
- The learning cycle
- Types of students
- Teaching models which have influenced current teaching practice

#### What do we know about language learning?

- The elements necessary for effective language learning in the classroom
- How to engage effectively, study and activate learning techniques in lesson sequences

#### What difference does age make to language learning?

- Is age a factor?
- Do children learn more quickly than adults?
- Basic ideas behind teaching children, adolescents and adults

### Methods of Assessment

Learners are expected to build up a portfolio of evidence based on a range of tasks and activities which meet the assessment criteria. The portfolio will consist of lesson plans, an essay and a one-to-one written assignment.

The following tasks will contribute to the portfolio:

- 8 lesson plans of 700 to 1, 000 words each, of which the first 6 plans must also contain post-lesson review and self-evaluation
- Essay of 700 to 1, 000 words on the topic of classroom motivation. The essay will be a comparative study of the theory of classroom motivation versus the reality, as observed in a live lesson
- One-to-one assignment of 2, 000 to 2, 500 words, for which the trainee will design an extended course of study based on a needs analysis conducted with a non-native speaker of English

All written work will be assessed on evidence of clear understanding of the topic at hand, structure, clarity, relevant and well-referenced arguments, grammar, spelling and punctuation.

Trainees are also assessed on skills relating to classroom behaviour, lesson preparation, teaching practice

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performance, and general professional behaviour.

A final report will include one of four grades, ranging from Fail to Distinction, indicating the standard of work attained by the trainee throughout his/her course of study.

### Tutor Guidance (where appropriate)

#### Level 4 – Tutor Guidance

Ascentis Level 4 qualifications are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

Learners following this course of study will be required to research and draw upon a considerable volume of material. This will necessitate careful editing and drafting of their investigations, paying due attention to all features of the evidence requirements, submitting work of the highest professional standard with standard referencing and appropriate use of IT. Learners will be expected (where relevant) to evaluate and draw conclusions as well as formulate proposals and plans in detail appropriate to this level as listed above.

In addition it is expected that students will also gain a range of Key/transferable skills including:

- Managing self learning
- Communicating in written and spoken form
- Using visual aids where necessary
- Using information technology
- Problem solving; i.e. Presentation, use of Language
- Demonstrating autonomy and initiative
- Listening effectively, so to learn from Discussions
- Working in groups
- Working to briefs and deadlines
- Using feedback to improve performance

These will be evidenced as integral parts of the assessment criteria

### Relevant National Occupational Standards (where appropriate)

N/A

### Reading List

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**EXAMPLE ASSESSMENT TRACKING SHEET**

<b>Unit Title</b>	<b>UNIT 1 – LEARNING THEORY</b>
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Assessment Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Distinguish between appropriate learning outcomes for students of TEFL and TESOL				
1.2 Prepare lesson plans appropriate to the learning requirements				
2.1 Examine common issues in language learning				
2.2 Examine potential problems relating to learning				
2.3 Prepare possible solutions to potential problems				
2.4 Appraise the effectiveness of lessons through a variety of means (Concept Checking Questions (CCQs), informal testing etc)				
3.1. Analyse and contrast learning styles, and their advantages and disadvantages in theory and in practice				
3.2 Demonstrate an understanding of learning styles in the preparation of lesson plans				
4.1 Select or design tasks appropriate for learners, taking into account assumed knowledge				
4.2 Prepare a range of materials and resources for all stages of a lesson.				



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4.3 Review and revise presentations to meet the current capabilities of the students				
4.4 Demonstrate a range of student interactions, e.g. pairs, groups, individual etc				
4.5 Prepare a teaching plan which features appropriate timing and staging				
5.1 Demonstrate use of tasks and language appropriate to age in the preparation and execution of lesson plans				

The above evidence has been assessed against the standards and has been judged for validity, authenticity and reliability.

Candidate Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Moderator (if sampled) \_\_\_\_\_ Date \_\_\_\_\_

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<b>Qualification NLH</b>	<b>150</b>		<b>Qualification Credit Value</b>	<b>15</b>	
<b>Unit Title</b>	<b>UNIT 2 – LESSON PLANNING</b>				
<b>QCF Level</b>	4	<b>SCQF Level</b>	7	<b>Unit Notional Learning Hours</b>	25
<b>Ring-fenced</b>		Yes	X	No	<b>Unit Credit Value</b>
<b>Introduction</b> (Please include rationale and target group for the unit)					
<p>This qualification consists of 6 units all of which must be completed to achieve the Certificate.</p> <p><b>Unit 1 – Learning Theory</b>  <b>Unit 2 – Lesson Planning</b>  <b>Unit 3 – Managing the Classroom</b>  <b>Unit 4 – Teaching Grammar</b>  <b>Unit 5 – Teaching Practice</b>  <b>Unit 6 – Teaching the Main Skills</b></p> <p>This unit aims to provide trainees with a recognised framework in order to create effective, learner centred plans. By the end of the unit trainees will be able to produce lesson plans which maximise student involvement in the learning process through a variety of tasks. Trainees will be able to produce plans with clear aims and objectives, and will be able to illustrate how those objectives will be realised through logical staging and transitions, and with relevant activities.</p> <p>Trainees will be guided through the key stages of planning a dynamic and effective lesson, using all four language skills. They will be able to introduce and explain new grammatical structures and language concepts, with supporting examples which illustrate how and when they are to be used appropriately. Trainees will also be able to arrange a logical sequence of activities, with an emphasis on authentic, 'real life' materials and situations, and will understand the importance of eliciting feedback to check students' understanding.</p>					
<b>Learning outcomes</b> (The learner will)			<b>Assessment criteria</b> (The learner can)		
1. Be able to identify appropriate aims and objectives			1.1 Write a lesson plan which is at all times relevant to the stated aims		
			1.2 Write a lesson plan which is appropriate to the requirements of the students		
			1.3 Prepare and deliver language presentations appropriate to the needs of the students		
			1.4 Prepare a plan which features logical staging and effective pace		
2. Be able to identify appropriate learning outcomes			2.1 Appraise the effectiveness of the lesson via Concept Check Questions (CCQs), informal testing, etc.		
			2.2 Examine appropriate feedback after activities have been completed		
3. Be able to plan a learner centred lesson			3.1 Develop a sequence of activities which maximise student interaction and limit Teacher Talking Time (TTT).		
			3.2 Develop a sequence of activities which include a variety of student interaction, e.g. pair work, group work, mingles, etc.		

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4. Be able to use a range of materials effectively.	4.1 Develop materials from a range of sources for a variety of tasks
5. Be able to anticipate potential difficulties	5.1 Analyse potential difficulties in the classroom, and prepare for them appropriately
	5.2 Differentiate between more complicated language concepts and the potential problems associated with different levels

### Indicative Unit Content

The content is based on the following:

#### **The lesson structure**

- How to present new material.
- How to present key points.
- How to present explanations and instructions.

#### **Planning lessons and didactic material usage**

- What are the aims of a plan?
- What should a plan contain?
- How to plan an effective lesson.
- Different lesson components explained.
- How to select and order lesson components.
- Lesson planning and management tips.
- Effective use of didactic materials.

#### **What are the best kinds of lessons?**

- How to evaluate lesson effectiveness.
- How to define evaluation criteria.

### Methods of Assessment

Learners are expected to build up a portfolio of evidence based on a range of tasks and activities which meet the assessment criteria. The portfolio will consist of lesson plans, an essay and a one-to-one written assignment.

The following tasks will contribute to the portfolio:-

- 8 lesson plans of 700 to 1, 000 words each, of which the first 6 plans must also contain, post-lesson review and self-evaluation.
- Essay of 700 to 1, 000 words on the topic of classroom motivation. The essay will be a comparative study of the theory of classroom motivation versus the reality, as observed in a live lesson.
- One-to-one assignment of 2, 000 to 2, 500 words, for which the trainee will design an extended course of study based on a needs analysis conducted with a non-native speaker of English.

All written work will be assessed on evidence of clear understanding of the topic at hand, structure, clarity, relevant and well-referenced arguments, grammar, spelling and punctuation.

Trainees are also assessed on skills relating to classroom behaviour, lesson preparation, teaching practice performance, and general professional behaviour.

A final report will include one of four grades, ranging from Fail to Distinction, indicating the standard of work attained by the trainee throughout his/her course of study.

### Tutor Guidance (where appropriate)

Trainees are expected to work autonomously, but are free to ask for guidance at any time.

#### Level 4 – Tutor Guidance

Ascentis Level 4 qualifications are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Typically, holders of the qualification will be able to:

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- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment.

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Learners following this course of study will be required to research and draw upon a considerable volume of material. This will necessitate careful editing and drafting of their investigations, paying due attention to all features of the evidence requirements, submitting work of the highest professional standard with standard referencing and appropriate use of IT. Learners will be expected (where relevant) to evaluate and draw conclusions as well as formulate proposals and plans in detail appropriate to this level as listed above.

In addition it is expected that students will also gain a range of Key/transferable skills including:-

- Managing self learning
- Communicating in written and spoken form
- Using visual aids where necessary
- Using information technology
- Problem solving; i.e. Presentation, use of Language
- Demonstrating autonomy and initiative
- Listening effectively, so to learn from Discussions
- Working in groups
- Working to briefs and deadlines
- Using feedback to improve performance

These will be evidenced as integral parts of the assessment criteria

<b>Relevant National Occupational Standards (where appropriate)</b>
N/A
<b>Reading List</b>

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**EXAMPLE ASSESSMENT TRACKING SHEET**

<b>Unit Title</b>	<b>UNIT 2 – LESSON PLANNING</b>
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Assessment Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Write a lesson plan which is at all times relevant to the stated aims				
1.2 Write a lesson plan which is appropriate to the requirements of the students				
1.3 Prepare and deliver language presentations appropriate to the needs of the students				
1.4 Prepare a plan which features logical staging and effective pace				
2.1 Appraise the effectiveness of the lesson via Concept Check Questions (CCQs), informal testing, etc.				
2.2 Examine appropriate feedback after activities have been completed				
3.1 Develop a sequence of activities which maximise student interaction and limit Teacher Talking Time (TTT).				
3.2 Develop a sequence of activities which include a variety of student interaction, e.g. pair work, group work, mingles, etc.				
4.1 Develop materials from a range of sources for a variety of tasks				
5.1 Analyse potential difficulties in the classroom, and prepare for them appropriately				



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5.2 Differentiate between more complicated language concepts and the potential problems associated with different levels				
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The above evidence has been assessed against the standards and has been judged for validity, authenticity and reliability.

Candidate Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Moderator (if sampled) \_\_\_\_\_ Date \_\_\_\_\_

**INTERNATIONAL CERTIFICATE in TESOL**  
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<b>Qualification Title</b>	<b>International Certificate in TESOL</b>				
<b>Qualification NLH</b>	150		<b>Qualification Credit Value</b>	15	
<b>Unit Title</b>	<b>UNIT 3 – MANAGING THE CLASSROOM</b>				
<b>QCF Level</b>	4	<b>SCQF Level</b>	7	<b>Unit Notional Learning Hours</b>	20
<b>Ring-fenced</b>		Yes	X	No	<b>Unit Credit Value</b> N/A
<b>Introduction</b> (Please include rationale and target group for the unit)					
<p>This qualification consists of 6 units all of which must be completed to achieve the Certificate</p> <p><b>Unit 1 – Learning Theory</b> <b>Unit 2 – Lesson Planning</b> <b>Unit 3 – Managing the Classroom</b> <b>Unit 4 – Teaching Grammar</b> <b>Unit 5 – Teaching Practise</b> <b>Unit 6 – Teaching the Main Skills</b></p> <p>The unit aims to provide trainees with the skills to conduct an orderly class within a controlled, structured environment. Through an analysis of the teacher-student relationship trainees will be able to fully exploit their position as facilitators to produce a student-centred classroom. Trainees will acquire language necessary for effective instructions and checking, and will understand how to clarify specific language in the classroom. By focussing on language skills and sub-skills, trainees will learn to provide continuous support to students through appropriate practice and activities.</p> <p>Trainees will also learn how to establish and build upon productive teacher-student relationships. They will be able to develop motivation and adopt a role appropriate to the aims and stages of the lesson and teaching context, and will teach with sensitivity to the needs, interests and background of the group.</p>					
<b>Learning outcomes</b> (The learner will)			<b>Assessment criteria</b> (The learner can)		
1. Understand how to manage patterns of classroom interaction effectively			1.1 Write a teaching plan which features a variety of interaction patterns		
			1.2 Create the opportunity to elicit effective post-task feedback		
2. Be able to use appropriate language for the classroom			2.1 Employ appropriate, concise language when giving instructions		
			2.2 Employ a range of natural, accurate examples of language to aid clarification		
			2.3 Explain new grammar and concepts using language appropriate to the level of the student		
3. Understand how to develop a productive teacher-student relationship			3.1 Manage a group of individuals of varying backgrounds and abilities		
			3.2 Explain corrections with sensitivity to the student		
			3.3 Organise the classroom to suit the learners and activities		
<b>Indicative Unit Content</b>					
<p>The unit consists of the following:-</p> <p><b>Classroom interaction</b></p> <ul style="list-style-type: none"> <li>▪ Interaction, meaning and concepts.</li> <li>▪ Patterns of classroom interaction.</li> <li>▪ Social aspects of classroom interaction.</li> <li>▪ Initiation, response and feedback.</li> <li>▪ How to implement and use interactive teaching strategies.</li> </ul>					

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### Asking questions

- Reasons for questioning.
- How to construct effective questions.
- How to successfully elicit answers.
- How to concept check.

### Feedback

- What is feedback?
- Approaches to the nature and function of feedback.
- How to correct mistakes.
- How to deliver sensitive feedback.

### Testing and assessment

- Reasons for testing
- The value of assessment and correction for learning.
- How to construct successful and meaningful tests.
- How to administer tests.
- How to establish assessment reference criteria.
- How to establish assessment grades.

### Classroom discipline, what to do if students

- Continue to use their L1 (native language).
- Are uncooperative in activities.
- Do not want to speak in the classroom.
- Do not understand the language they hear.
- Finish activities at different times.

### Student motivation and interest

- The importance of motivation.
- Characteristics of motivated students.
- Different kinds of motivation.
- Fluctuations in student interest.
- How to effectively use motivational techniques.

### The role, responsibility and behaviour of the teacher

- The characteristics of a good teacher.
- How to communicate success and its rewards.
- How to communicate failure and its penalties.
- How to make authoritative demands.
- How to structure teacher language.
- How to manage teacher talking time (TTT) versus student talking time (STT).

### How to perform concept checking

- What is concept checking?
- Vehicles for concept checking.
- How to concept check vocabulary.
- How to concept check grammar.

### What difference does age make to language learning?

- Is age a factor?
- Do children learn more quickly than adults?
- Basic ideas behind teaching children.
- Basic ideas behind teaching adolescents.
- Basic ideas behind teaching adults.

### Planning a syllabus

- What is a syllabus?
- What to consider when planning a syllabus.
- What does a student need to learn?

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- Common characteristics of a syllabus.
- Types of syllabi.
- Using the syllabus.

### **ESP/Business English**

- Defining ESP areas of specialisation.
- Analysing needs.
- The English language teaching tree.
- ESP teaching techniques.

### **Methods of Assessment**

Learners are expected to build up a portfolio of evidence based on a range of tasks and activities which meet the assessment criteria. The portfolio will consist of lesson plans, an essay and a one-to-one written assignment.

The following tasks will contribute to the portfolio:-

- 8 lesson plans of 700 to 1, 000 words each, of which the first 6 plans must also contain, post-lesson review and self-evaluation.
- Essay of 700 to 1, 000 words on the topic of classroom motivation. The essay will be a comparative study of the theory of classroom motivation versus the reality, as observed in a live lesson.
- One-to-one assignment of 2, 000 to 2, 500 words, for which the trainee will design an extended course of study based on a needs analysis conducted with a non-native speaker of English.

All written work will be assessed on evidence of clear understanding of the topic at hand, structure, clarity, relevant and well-referenced arguments, grammar, spelling and punctuation.

Trainees are also assessed on skills relating to classroom behaviour, lesson preparation, teaching practice performance, and general professional behaviour.

A final report will include one of four grades, ranging from Fail to Distinction, indicating the standard of work attained by the trainee throughout his/her course of study.

### **Tutor Guidance (where appropriate)**

#### Level 4 – Tutor Guidance

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Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment.

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Learners following this course of study will be required to research and draw upon a considerable volume of material. This will necessitate careful editing and drafting of their investigations, paying due attention to all features of the evidence requirements, submitting work of the highest professional standard with standard referencing and appropriate use of IT. Learners will be expected (where relevant) to evaluate and draw conclusions as well as formulate proposals and plans in detail appropriate to this level as listed above.

In addition it is expected that students will also gain a range of Key/transferable skills including:-

- Managing self learning.
- Communicating in written and spoken form.
- Using visual aids where necessary.
- Using information technology.

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- Problem solving; i.e. Presentation, use of Language.
- Demonstrating autonomy and initiative.
- Listening effectively, so to learn from Discussions.
- Working in groups.
- Working to briefs and deadlines.
- Using feedback to improve performance.

These will be evidenced as integral parts of the assessment criteria

**Relevant National Occupational Standards** (where appropriate) N/A

**Reading List**

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**EXAMPLE ASSESSMENT TRACKING SHEET**

<b>Unit Title</b>	<b>UNIT 3 – MANAGING THE CLASSROOM</b>
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Assessment Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Write a teaching plan which features a variety of interaction patterns				
1.2 Create the opportunity to elicit effective post-task feedback				
2.1 Employ appropriate, concise language when giving instructions				
2.2 Employ a range of natural, accurate examples of language to aid clarification				
2.3 Explain new grammar and concepts using language appropriate to the level of the student				
3.1 Manage a group of individuals of varying backgrounds and abilities				
3.2 Explain corrections with sensitivity to the student				
3.3 Organise the classroom to suit the learners and activities				

The above evidence has been assessed against the standards and has been judged for validity, authenticity and reliability.

Candidate Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Moderator (if sampled) \_\_\_\_\_ Date \_\_\_\_\_

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<b>Qualification NLH</b>	<b>150</b>		<b>Qualification Credit Value</b>	<b>15</b>	
<b>Unit Title</b>	<b>UNIT 4 – TEACHING GRAMMAR</b>				
<b>QCF Level</b>	<b>4</b>	<b>SCQF Level</b>	<b>7</b>	<b>Unit Notional Learning Hours</b>	<b>35</b>
<b>Ring-fenced</b>	<input type="checkbox"/>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> X	<input type="checkbox"/> No	<b>Unit Credit Value</b>
<b>Introduction</b> (Please include rationale and target group for the unit)					
<p>This qualification consists of 6 units all of which must be completed to achieve the Certificate</p> <p><b>Unit 1 – Learning Theory</b>  <b>Unit 2 – Lesson Planning</b>  <b>Unit 3 – Managing the Classroom</b>  <b>Unit 4 – Teaching Grammar</b>  <b>Unit 5 – Teaching Practise</b>  <b>Unit 6 – Teaching the Main Skills</b></p> <p>This unit is designed to provide students with an insight into the function of English grammar, its uses and purpose, the main points of grammar in EFL/ESOL, and how to explain and teach them effectively. By the end of the unit trainees will have acquired a solid framework by which to structure grammar-based lessons, and will have gained an awareness of the difficulties faced by non-native speakers in approaching English grammar.</p> <p>For those who experience English as a first language, it is usual for speakers to use grammar accurately and fluently but be unaware of the grammatical structure and rules of language. Heavy emphasis is placed on grammar as it is the foundation upon which any further understanding is based. Omission of key grammar, or basic errors at low levels lead to greater difficulty in the later stages of study, and will significantly hinder students' progress.</p>					
<b>Learning outcomes</b> (The learner will)			<b>Assessment criteria</b> (The learner can)		
1. Understand a variety of grammatical aspects, including form, function and meaning			1.1 Examine a wide range of grammatical aspects		
			1.2 Differentiate between a variety of grammatical aspects		
			1.3 Demonstrate accurate use of grammatical aspects through a range of examples		
2. Be able to explain accurately a variety of grammatical aspects, including form, function and meaning			2.1 Prepare and deliver language presentations which accurately explain the target language		
			2.2 Explain grammatical aspects with a range of relevant examples		
			2.3 Prepare materials which assist in the effective illustration of the target language		
3. Be able to deliver a logically staged a grammar-based lesson			3.1 Write a lesson plan which features a logical progression of tasks, from controlled use of language to authentic tasks		
			3.2 Develop a plan which allows for adequate post-task feedback, error-correction and self-reflection		
<b>Indicative Unit Content</b>					
<p>The unit consists of the following:  How to teach grammar?</p> <ul style="list-style-type: none"> <li>▪ Understanding grammar in general.</li> <li>▪ Understanding grammatical structures.</li> <li>▪ Understanding grammatical meaning.</li> <li>▪ How to present and explain new grammatical structures.</li> <li>▪ Classroom activities that stimulate grammar use.</li> </ul>					

## INTERNATIONAL CERTIFICATE in TESOL UNIT SPECIFICATION for EBC SERVICIOS LINGUISTICOS

The grammatical aspects to be included are:

- Tenses (Present tense, Past tense, Perfect tense, Future tense, Passive voice, Conditional tense, Infinitives, Gerunds).
- Modals (Will, Would, Can, Could, May, Might, Must, Have to, Needn't, Shall, Should, Ought to).
- Adjectives and adverbs, including adverbs of frequency, comparatives and superlatives.
- Reported speech.
- Time and relative clauses.
- Verb and noun prepositions.
- Countable and uncountable nouns.
- Articles, Some, Any and quantities.
- Both, Either, Neither.
- Each, Every, Make and Do.
- Rise, Raise, So and Such.

### Methods of Assessment

Learners are expected to build up a portfolio of evidence based on a range of tasks and activities which meet the assessment criteria. The portfolio will consist of lesson plans, an essay and a one-to-one written assignment.

The following tasks will contribute to the portfolio:-

- 8 lesson plans of 700 to 1, 000 words each, of which the first 6 plans must also contain, post-lesson review and self-evaluation.
- Essay of 700 to 1, 000 words on the topic of classroom motivation. The essay will be a comparative study of the theory of classroom motivation versus the reality, as observed in a live lesson.
- One-to-one assignment of 2, 000 to 2, 500 words, for which the trainee will design an extended course of study based on a needs analysis conducted with a non-native speaker of English.

All written work will be assessed on evidence of clear understanding of the topic at hand, structure, clarity, relevant and well-referenced arguments, grammar, spelling and punctuation.

Trainees are also assessed on skills relating to classroom behaviour, lesson preparation, teaching practice performance, and general professional behaviour.

A final report will include one of four grades, ranging from Fail to Distinction, indicating the standard of work attained by the trainee throughout his/her course of study.

### Tutor Guidance (where appropriate)

#### Level 4 – Tutor Guidance

Ascentis Level 4 qualifications are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment.

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Learners following this course of study will be required to research and draw upon a considerable volume of material. This will necessitate careful editing and drafting of their investigations, paying due attention to all features of the evidence requirements, submitting work of the highest professional standard with standard referencing and appropriate use of IT. Learners will be expected (where relevant) to evaluate and draw

## INTERNATIONAL CERTIFICATE in TESOL UNIT SPECIFICATION for EBC SERVICIOS LINGUISTICOS

conclusions as well as formulate proposals and plans in detail appropriate to this level as listed above.

In addition it is expected that students will also gain a range of Key/transferable skills including:

- Managing self learning.
- Communicating in written and spoken form.
  - Using visual aids where necessary.
  - Using information technology.
  
- Problem solving; i.e. Presentation, use of Language.
- Demonstrating autonomy and initiative.
- Listening effectively, so to learn from Discussions.
- Working in groups.
- Working to briefs and deadlines.
- Using feedback to improve performance.

These will be evidenced as integral parts of the assessment criteria.

<b>Relevant National Occupational Standards</b> (where appropriate)
<b>Reading List</b>

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UNIT SPECIFICATION for EBC SERVICIOS LINGUISTICOS**

**EXAMPLE ASSESSMENT TRACKING SHEET**

<b>Unit Title</b>	<b>UNIT 4 – TEACHING GRAMMAR</b>
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Assessment Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Examine a wide range of grammatical aspects				
1.2 Differentiate between a variety of grammatical aspects				
1.3 Demonstrate accurate use of grammatical aspects through a range of examples				
2.1 Prepare and deliver language presentations which accurately explain the target language				
2.2 Explain grammatical aspects with a range of relevant examples				
2.3 Prepare materials which assist in the effective illustration of the target language				
3.1 Write a lesson plan which features a logical progression of tasks, from controlled use of language to authentic tasks				
3.2 Develop a plan which allows for adequate post-task feedback, error-correction and self-reflection				

The above evidence has been assessed against the standards and has been judged for validity, authenticity and reliability.

Candidate Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Moderator (if sampled) \_\_\_\_\_ Date \_\_\_\_\_

**INTERNATIONAL CERTIFICATE in TESOL**  
**UNIT SPECIFICATION for EBC SERVICIOS LINGUISTICOS**

<b>Qualification Title</b>	<b>International Certificate in TESOL</b>				
<b>Qualification NLH</b>	150		<b>Qualification Credit Value</b>	15	
<b>Unit Title</b>	<b>UNIT 5 – TEACHING PRACTISE</b>				
<b>QCF Level</b>	4	<b>SCQF Level</b>	7	<b>Unit Notional Learning Hours</b>	35
<b>Ring-fenced</b>		Yes	X	No	<b>Unit Credit Value</b>
<b>Introduction</b> (Please include rationale and target group for the unit)					
<p>This qualification consists of 6 units all of which must be completed to achieve the Certificate</p> <p><b>Unit 1 – Learning Theory</b> <b>Unit 2 – Lesson Planning</b> <b>Unit 3 – Managing the Classroom</b> <b>Unit 4 – Teaching Grammar</b> <b>Unit 5 – Teaching Practise</b> <b>Unit 6 – Teaching the Main Skills</b></p> <p>The aim of this unit is to provide trainees with hands-on experience of teaching English to students at a variety of levels of ability in a live lesson. Trainees are given the opportunity to put in to practice the theoretical skills they have developed in all areas of the course, and are allowed to examine in greater detail the differences between teaching in theory and teaching in practice. This also allows trainees to recognise their own strengths and weaknesses in the classroom, and encourages reflection and self-evaluation, which is a necessary process in further developing skills as EFL/ESOL professionals.</p> <p>Trainees must plan for and deliver eight lessons, each lasting one hour, which will consist of two lessons at elementary level, two at intermediate, and two at advanced. The two remaining lessons will be allocated at random, but will be aimed at one of the three aforementioned levels. The first six lessons will be observed by course tutors, who will allocate marks which contribute to the trainee's final grade. The remaining two lessons will only be observed in the case of a borderline pass/fail situation.</p>					
<b>Learning outcomes</b> (The learner will)			<b>Assessment criteria</b> (The learner can)		
1. Be able to demonstrate internal coherency in lesson plans			1.1 Write a lesson plan which includes logical transitions, clearly defined progress and unambiguous aims		
			1.2 Employ a lesson plan to deliver a lesson which includes logical transitions, clearly defined progress and unambiguous aims		
2. Be able to demonstrate variety in the choice of activities included in lesson plans			2.1 Prepare lesson plans which cover all four areas of language learning		
			2.2 Employ lessons plans to deliver lessons which cover all four areas of language learning		
			2.3 Plan a progression of tasks which include a variety of materials and a variety of interactions		
3. Be able to introduce and explain new grammatical structures and language concepts			3.1 Prepare and deliver language presentations which accurately explain the target language		
			3.2 Explain grammatical aspects with a range of relevant examples		
			3.3 Prepare materials which assist in the effective illustration of the target language		
4. Be able to demonstrate a variety of classroom management skills			4.1 Employ appropriate, concise language when giving instructions		
			4.2 Employ a range of natural, accurate examples of language to aid clarification		
			4.3 Explain new grammar and concepts using language appropriate to the level of the student		

## INTERNATIONAL CERTIFICATE in TESOL UNIT SPECIFICATION for EBC SERVICIOS LINGUISTICOS

<b>Indicative Unit Content</b>
<p>The unit consists of the following: Teaching practice</p> <ul style="list-style-type: none"> <li>▪ Supervised group teaching practice.</li> <li>▪ Observed individual teaching practice sessions to non-native speakers of English.</li> <li>▪ Peer group teaching.</li> <li>▪ Performance feedback.</li> <li>▪</li> </ul>
<b>Methods of Assessment</b>
<p>Learners are expected to build up a portfolio of evidence based on a range of tasks and activities which meet the assessment criteria. The portfolio will consist of lesson plans, an essay and a one-to-one written assignment.</p> <p>The following tasks will contribute to the portfolio:-</p> <ul style="list-style-type: none"> <li>▪ 8 lesson plans of 700 to 1, 000 words each, of which the first 6 plans must also contain, post-lesson review and self-evaluation.</li> <li>▪ Essay of 700 to 1, 000 words on the topic of classroom motivation. The essay will be a comparative study of the theory of classroom motivation versus the reality, as observed in a live lesson.</li> <li>▪ One-to-one assignment of 2, 000 to 2, 500 words, for which the trainee will design an extended course of study based on a needs analysis conducted with a non-native speaker of English.</li> </ul> <p>All written work will be assessed on evidence of clear understanding of the topic at hand, structure, clarity, relevant and well-referenced arguments, grammar, spelling and punctuation. Trainees are also assessed on skills relating to classroom behaviour, lesson preparation, teaching practice performance, and general professional behaviour. A final report will include one of four grades, ranging from Fail to Distinction, indicating the standard of work attained by the trainee throughout his/her course of study.</p>
<b>Tutor Guidance (where appropriate)</b>
<p><u>Level 4 – Tutor Guidance</u></p> <p>Ascentis Level 4 qualifications are awarded to students who have demonstrated:</p> <ul style="list-style-type: none"> <li>▪ knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study</li> <li>▪ an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.</li> </ul> <p>Typically, holders of the qualification will be able to:</p> <ul style="list-style-type: none"> <li>▪ evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work</li> <li>▪ communicate the results of their study/work accurately and reliably, and with structured and coherent arguments</li> <li>▪ undertake further training and develop new skills within a structured and managed environment.</li> </ul> <p>And holders will have:</p> <ul style="list-style-type: none"> <li>▪ the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.</li> </ul> <p>Learners following this course of study will be required to research and draw upon a considerable volume of material. This will necessitate careful editing and drafting of their investigations, paying due attention to all features of the evidence requirements, submitting work of the highest professional standard with standard referencing and appropriate use of IT. Learners will be expected (where relevant) to evaluate and draw conclusions as well as formulate proposals and plans in detail appropriate to this level as listed above.</p> <p>In addition it is expected that students will also gain a range of Key/transferable skills including:-</p> <ul style="list-style-type: none"> <li>▪ Managing self learning</li> <li>▪ Communicating in written and spoken form</li> <li>▪ Using visual aids where necessary</li> <li>▪ Using information technology</li> <li>▪ Problem solving; i.e. Presentation, use of Language</li> </ul>



## INTERNATIONAL CERTIFICATE in TESOL UNIT SPECIFICATION for EBC SERVICIOS LINGUISTICOS

- Demonstrating autonomy and initiative
- Listening effectively, so to learn from Discussions
- Working in groups
- Working to briefs and deadlines
- Using feedback to improve performance

These will be evidenced as integral parts of the assessment criteria

**Relevant National Occupational Standards** (where appropriate)

N/A

**Reading List**

**INTERNATIONAL CERTIFICATE in TESOL  
UNIT SPECIFICATION for EBC SERVICIOS LINGUISTICOS**

**EXAMPLE ASSESSMENT TRACKING SHEET**

<b>Unit Title</b>	<b>UNIT 5 – TEACHING PRACTISE</b>
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Assessment Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Write a lesson plan which includes logical transitions, clearly defined progress and unambiguous aims				
1.2 Employ a lesson plan to deliver a lesson which includes logical transitions, clearly defined progress and unambiguous aims				
2.1 Prepare lesson plans which cover all four areas of language learning				
2.2 Employ lessons plans to deliver lessons which cover all four areas of language learning				
2.3 Plan a progression of tasks which include a variety of materials and a variety of interactions				
3.1 Prepare and deliver language presentations which accurately explain the target language				
3.2 Explain grammatical aspects with a range of relevant examples				
3.3 Prepare materials which assist in the effective illustration of the target language				
4.1 Employ appropriate, concise language when giving instructions				
4.2 Employ a range of natural, accurate examples of language to aid clarification				
4.3 Explain new grammar and concepts using language appropriate to the level of the student				

The above evidence has been assessed against the standards and has been judged for validity, authenticity and reliability.

Candidate Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Moderator (if sampled) \_\_\_\_\_ Date \_\_\_\_\_

**INTERNATIONAL CERTIFICATE in TESOL  
UNIT SPECIFICATION for EBC SERVICIOS LINGUISTICOS**

<b>Qualification Title</b>	<b>International Certificate in TESOL</b>				
<b>Qualification NLH</b>	<b>150</b>		<b>Qualification Credit Value</b>	<b>15</b>	
<b>Unit Title</b>	<b>UNIT 6 – TEACHING THE MAIN SKILLS</b>				
<b>QCF Level</b>	<b>4</b>	<b>SCQF Level</b>	<b>7</b>	<b>Unit Notional Learning Hours</b>	<b>20</b>
<b>Ring-fenced</b>		Yes	X	No	<b>Unit Credit Value</b>
<b>Introduction</b> (Please include rationale and target group for the unit)					
<p>This qualification consists of 6 units all of which must be completed to achieve the Certificate</p> <p><b>Unit 1 – Learning Theory</b>  <b>Unit 2 – Lesson Planning</b>  <b>Unit 3 – Managing the Classroom</b>  <b>Unit 4 – Teaching Grammar</b>  <b>Unit 5 – Teaching Practise</b>  <b>Unit 6 – Teaching the Main Skills</b></p> <p>The aim of the unit is to provide the trainee with the necessary tools and structures to be able to effectively teach the four basic skills of reading, writing, listening and speaking. This unit allows the trainee to explore the differences between input and output skills, and how to structure activities to develop these skills appropriately.</p> <p>In the process of language acquisition, reading and listening are skills used to gain information, whereas speaking and writing are skills used to give information or demonstrate understanding. By the end of this unit, trainees will be familiar with the different processes involved in developing input and output skills, and will be able to use a variety of learning techniques and activities to encourage these skills creatively.</p>					
<b>Learning outcomes</b> (The learner will)			<b>Assessment criteria</b> (The learner can)		
1. Understand the function of input and output skills			1.1 Differentiate between input and output skills		
			1.2 Explain how the development of input and output skills furthers second language acquisition		
			1.3 Prepare lesson plans appropriate to each of the input and output skills focussed on in the classroom		
2. Know how to combine input and output skills			2.1 Prepare clear learning goals, supported by relevant materials		
			2.2 Examine and explain the outcome of input/output activities		
			2.3 Distinguish between appropriate input/output activities		
3. Know how to teach input skills			3.1 Explain the input processes involved in reading and listening		
			3.2 Plan a lesson which involves a range of activities that stimulate input skill		
4. Know how to teach output skills			4.1 Explain the input processes involved in speaking and writing		
			4.2 Plan a lesson which involves a variety of activities that stimulate output skills		
<b>Indicative Unit Content</b>					
<p><b>The four input and output skills</b></p> <ul style="list-style-type: none"> <li>▪ Reading, writing, speaking and listening – what they involve.</li> </ul> <p><b>Combining input and output skills</b></p> <ul style="list-style-type: none"> <li>▪ Clear learning goals</li> <li>▪ Material usage and learning expectation</li> <li>▪ Creating input and output activities</li> </ul>					

## INTERNATIONAL CERTIFICATE in TESOL UNIT SPECIFICATION for EBC SERVICIOS LINGUISTICOS

- Balancing input and output activities
- Possible problems with input and output activities

### How to teach reading

- What is reading?
- How do we read?
- How to teach reading
- What do reading activities look like?
- Classroom activities that stimulate reading.

### How to teach writing

- Why do we write?
- Differences between spoken and written text
- How to teach writing
- What do writing activities look like?
- Classroom activities that stimulate writing.

### How to teach speaking

- How to practice oral fluency
- How and when to correct errors during fluency exercises
- How to resolve common speaking activities problems
- How to use role-play and related techniques
- What do speaking activities look like?
- Classroom activities that stimulate speaking

### How to teach listening

- What is really involves in real-life listening?
- Common attributes of real-life listening situations.
- How to simulate real-life listening in the classroom.
- What do listening activities look like?
- Classroom activities that stimulate listening.

### How to teach pronunciation and phonics

- Long and short vowel sounds.
- Diphthongs.
- Different qualities of and pronunciation of vowels.
- Plosive consonants.
- Difficult sounds e.g. /w/g/dʒ /tʃ
- Intonation and its effect on phrase or sentence meaning
- How stressed and unstressed syllables vary the rhythm of words and phrases.

### Methods of Assessment

Learners are expected to build up a portfolio of evidence based on a range of tasks and activities which meet the assessment criteria. The portfolio will consist of lesson plans, an essay and a one-to-one written assignment.

The following tasks will contribute to the portfolio:-

- 8 lesson plans of 700 to 1, 000 words each, of which the first 6 plans must also contain, post-lesson review and self-evaluation.
- Essay of 700 to 1, 000 words on the topic of classroom motivation. The essay will be a comparative study of the theory of classroom motivation versus the reality, as observed in a live lesson.
- One-to-one assignment of 2, 000 to 2, 500 words, for which the trainee will design an extended course of study based on a needs analysis conducted with a non-native speaker of English.

All written work will be assessed on evidence of clear understanding of the topic at hand, structure, clarity, relevant and well-referenced arguments, grammar, spelling and punctuation.

Trainees are also assessed on skills relating to classroom behaviour, lesson preparation, teaching practice performance, and general professional behaviour.

A final report will include one of four grades, ranging from Fail to Distinction, indicating the standard of work attained by the trainee throughout his/her course of study.

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UNIT SPECIFICATION for EBC SERVICIOS LINGUISTICOS**

<b>Tutor Guidance (where appropriate)</b>
<p><u>Level 4 – Tutor Guidance</u></p> <p>Ascentis Level 4 qualifications are awarded to students who have demonstrated:</p> <ul style="list-style-type: none"> <li>▪ knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study</li> <li>▪ an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.</li> </ul> <p>Typically, holders of the qualification will be able to:</p> <ul style="list-style-type: none"> <li>▪ evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work</li> <li>▪ communicate the results of their study/work accurately and reliably, and with structured and coherent arguments</li> <li>▪ undertake further training and develop new skills within a structured and managed environment.</li> </ul> <p>And holders will have:</p> <ul style="list-style-type: none"> <li>▪ the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.</li> </ul> <p>Learners following this course of study will be required to research and draw upon a considerable volume of material. This will necessitate careful editing and drafting of their investigations, paying due attention to all features of the evidence requirements, submitting work of the highest professional standard with standard referencing and appropriate use of IT. Learners will be expected (where relevant) to evaluate and draw conclusions as well as formulate proposals and plans in detail appropriate to this level as listed above.</p> <p>In addition it is expected that students will also gain a range of Key/transferable skills including:-</p> <ul style="list-style-type: none"> <li>▪ Managing self learning</li> <li>▪ Communicating in written and spoken form</li> <li>▪ Using visual aids where necessary</li> <li>▪ Using information technology</li> <li>▪ Problem solving; i.e. Presentation, use of Language</li> <li>▪ Demonstrating autonomy and initiative</li> <li>▪ Listening effectively, so to learn from Discussions</li> <li>▪ Working in groups</li> <li>▪ Working to briefs and deadlines</li> <li>▪ Using feedback to improve performance</li> </ul> <p>These will be evidenced as integral parts of the assessment criteria</p>
<b>Relevant National Occupational Standards (where appropriate)</b>
N/A
<b>Reading List</b>

**INTERNATIONAL CERTIFICATE in TESOL  
UNIT SPECIFICATION for EBC SERVICIOS LINGUISTICOS**

**EXAMPLE ASSESSMENT TRACKING SHEET**

<b>Unit Title</b>	<b>UNIT 6 – TEACHING THE MAIN SKILLS</b>
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Assessment Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Differentiate between input and output skills				
1.2 Explain how the development of input and output skills furthers second language acquisition				
1.3 Prepare lesson plans appropriate to each of the input and output skills focussed on in the classroom				
2.1 Prepare clear learning goals, supported by relevant materials				
2.2 Examine and explain the outcome of input/output activities				
2.3 Distinguish between appropriate input/output activities				
3.1 Explain the input processes involved in reading and listening				
3.2 Plan a lesson which involves a range of activities that stimulate input skill				
4.1 Explain the input processes involved in speaking and writing				
4.2 Plan a lesson which involves a variety of activities that stimulate output skills				

The above evidence has been assessed against the standards and has been judged for validity, authenticity and reliability.

Candidate Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Moderator (if sampled) \_\_\_\_\_ Date \_\_\_\_\_