



Ascentis Level 5 Certificate in Teaching English to Speakers of Other Languages (TESOL)

Specification

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SUMMARY OF CHANGES

Version and Date	Change Detail	Section

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 50 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 Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progression to QAA-recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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Ascentis Level 5 Certificate in Teaching English to Speakers of Other Languages (TESOL)

Introduction

The Ascentis Level 5 Certificate in Teaching English to Speakers of Other Languages (TESOL) is an initial qualification for people who have little or no prior experience. It is an Ofqual-regulated qualification and is made up of 7 mandatory units. The qualification covers the teaching of English to both adults and younger learners. It is designed for people who wish to teach English both nationally and internationally. This qualification will provide trainee teachers with a firm basis for delivering English to Speakers of Other Languages and will cover the background knowledge as well as the skills necessary to be an effective teacher. The qualification includes language awareness, English language systems, second language acquisition, planning and teaching skills, and professionalism. The qualification includes experience in delivering ESOL and applying theory to practice, with feedback on how teaching skills are being developed. Teaching practice and assessment by observation are therefore an important part of this qualification.

The qualification is available in England and also to centres to deliver internationally.

There are several features of this qualification that make it very appropriate for trainee teachers:

- Unit certification is available for each of the units
- RPL of other qualifications or parts of other qualifications will be considered. Centres need to complete the Recognition of Prior Learning (RPL) form from the Ascentis website.
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres
- It can be delivered either as a classroom-based course, a blended learning programme or online.
- Evidence is generated partly within practical teaching experience, allowing the qualification to directly relate to individual trainee teachers' circumstances.
- Detailed assessment guidance is provided, and centres can tailor assessment tasks to meet the needs of trainees and their specific situation.

Aims

The aims of the qualification are to enable trainees:

- 1 To understand and correctly use English language systems and structures
- 2 To understand the challenges involved with teaching ESOL learners
- 3 To be able to plan and deliver effective ESOL lessons to a variety of learners
- 4 To be able to select and use appropriate resources for ESOL delivery, including digital tools
- 5 To be able to select and use appropriate methods to assess learners
- 6 To understand the professional responsibilities of being an ESOL teacher
- 7 To be able to reflect on own performance and create opportunities for further development

Target Group

This qualification is aimed at a range of people, including:

- Those who would like to teach English to Speakers of Other Languages but have limited or no experience of this
- Those who have some experience of delivery of English to Speakers of Other Languages, but who need a formal qualification
- Teachers who are qualified to teach in a different subject who wish to broaden their skills into a different area

Regulation Codes

Qualification Name: Ascentis Level 5 Certificate in Teaching English to Speakers of Other Languages (TESOL)
Qualification Number (Ofqual): 610/7740/9

Rules of Combination

Minimum 168 GLH. Mandatory units only. All units must be completed to gain the full certificate.

Ascentis Level 5 Certificate in Teaching English to Speakers of Other Languages (TESOL)				
				Minimum credits: 24
				Minimum credit value at level of qualification or above: 24
Group A - Mandatory Units			Credit from Mandatory Units: 24	
Title	Level	Credit Value	GLH	Unit Reference
Planning and Delivering TESOL Lessons	5	5	35	J/652/2311
Principles of Teaching, Learning and Assessment in TESOL	5	4	28	K/652/2312
Professional Responsibilities and Behaviours in TESOL	5	2	14	L/652/2313
Selecting, Adapting and Creating TESOL Materials including Digital Tools	5	3	21	M/652/2314
Teaching English Language Systems	5	3	21	R/652/2315
Teaching English Skills	5	3	21	T/652/2316
Understanding of Language Awareness for TESOL	5	4	28	Y/652/2317
Credits from equivalent units: None				
Credits from exemptions: None				
Barred combinations: There are no barred combinations as all units are mandatory.				
Unit Title	Unit Reference		Unit Title	Unit Reference
		May not be taken with		

Unit certification is available for all units.

Guided Learning Hours (GLH)

The recommended guided learning hours for this qualification is 168.

Total Qualification Time (TQT)

The total qualification time for this qualification is 240.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience

No prior knowledge or experience of TESOL is required but prospective trainees must have a minimum of a level 2 qualification in English Language or equivalent, such as level 2 GCSE grades 4–9 or A–C, or C1 level of CEFR (Common European Framework of Reference) in all 4 areas, or level 7 of IELTS (International English Language Testing System). Trainees must have a high level of both written and spoken English. English does not have to be their native language. In addition, trainees should ideally have a level 3 or equivalent qualification in any subject.

Prospective trainees must complete a comprehensive initial assessment that covers English, mathematics and digital skills to identify their current skills. Prospective trainees must demonstrate the potential to teach English to Speakers of Other Languages and also the ability to be successful with the academic expectations of a level 5 qualification. Centres are responsible for recruiting learners appropriately to this qualification. Initial assessment must lead to an individual action plan that has been negotiated with the trainee. Initial assessment records and related action plans for trainees must be included in their individual portfolios.

Examples of suitable initial assessment tasks for this qualification are:

- Grammar test
- Essay-writing task
- Language-analysis task
- Mini teach
- Group task
- Verbal communication task
- Interview
- Digital task
- Mathematics task

Some tasks could be completed prior to attending an interview, and this may help to determine who should be given an interview.

Age Range of Qualification

This qualification is suitable for trainees aged 18+ years.

Opportunities for Progression

Trainees may be able to progress onto a Diploma qualification to further their knowledge and skills in teaching English to speakers of other languages. Trainees in the UK may also wish to complete a more general teaching qualification for delivery to post-16 learners, such as the Level 5 Diploma in Teaching (Further Education and Skills).

Mapping/Relationship to National Occupational Standards

No relationship to occupational standards.

Resources to Support the Delivery of the Qualification

Unit tracking sheets are available for referencing evidence for each unit in [Appendix 2](#).

Suggested reading and links to other resources can be found in [Appendix 4](#).

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website in the Customer Centre at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website in the Customer Centre at www.ascentis.co.uk.

Centre Training

Once approved, Ascentis will deliver training free of charge to support you with the delivery, assessment and internal quality assurance (IQA) processes for this qualification. This training is mandatory due to the complexity of the qualification, the centre-assessed units and the observation of practical teaching. All relevant centre staff must be fully aware of the requirements of the qualification. This training must take place before your centre staff carry out any assessments. Trainees cannot be registered until the centre training is complete. All staff involved in the delivery, assessment and IQA of the qualification (and those that have been listed on the centre recognition/qualification approval forms) must attend training. Participation in the Ascentis-delivered training is encouraged for all relevant staff, but in exceptional circumstances where some staff are unable to attend, training must be cascaded within the centre and evidence of this must be available for quality assurance upon request.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal. Late registration may result in a fee; please refer to the latest version of the Ascentis Product Catalogue.

Status in England, Wales and Northern Ireland

This qualification are available in England. They are only offered in English. If you wish to deliver them in any other nation, please contact development@ascentis.co.uk.

Reasonable Adjustments and Special Considerations

In the development of this qualification, Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For trainees with particular requirements, reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any trainee suffering illness, injury or indisposition. Full details of reasonable adjustments and special considerations are available from the login area of the Ascentis website in the Customer Centre at www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the login area of the Ascentis website in the Customer Centre at www.ascentis.co.uk or through contacting the Ascentis office.

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

¹ In Northern Ireland it is the CCEA General Conditions of Recognition, and in Wales it is the Qualifications Wales Standard Conditions of Recognition.

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are completed by the trainee building up a portfolio of evidence that covers the relevant assessment criteria. This is internally assessed and verified by the centre and then externally verified by Ascentis. This evidence will consist of both practical and theoretical elements. It is the responsibility of the assessors to ensure that assessment tasks allow trainees the opportunity to meet all the criteria for the qualification.

On completion of the trainees' evidence for either the individual units or the certificate, the assessor is required to complete the **Summary Record of Achievement** for each trainee. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. The Summary Record of Achievement form is provided in [Appendix 1](#).

Trainees must complete an **Authenticity Cover Sheet** for each unit which confirms that they have completed each unit with their own work. This form is provided in [Appendix 5](#).

Centres are required to retain all evidence from all trainees for external verification and for four weeks afterwards in case any appeal is made.

The overall grading of this qualification is Pass or Fail.

Internal Assessment

Assessment for the Ascentis Level 5 Certificate in TESOL is by a mixture of centre-devised tasks and assessment of practical teaching to meet all assessment criteria for all 7 units. All units are mandatory.

The assessment for the Ascentis Level 5 Certificate in TESOL consists of the following:

- 1 Completion by the trainee of a minimum of 6 hours observations of a minimum of two experienced ESOL tutors. This must be logged and evidenced clearly in the portfolio.
- 2 Completion by the trainee of a minimum of 6 hours of assessed teaching practice with learners at two different levels of ESOL, at least two levels apart. This must be logged and evidenced clearly in the portfolio.
- 3 Assessed teaching practice on a minimum of 8 separate occasions. Each assessed teaching practice to be a minimum of 30 minutes and a maximum of 60 minutes. At least 3 hours of assessed teaching practice must be at one ESOL level and the remainder at another level. Assessed teaching practice must be with the trainee delivering ESOL to a minimum group size of 6 learners.
- 4 Completion by the trainee of all centre-devised assessment tasks to meet the criteria for all units.

Observations of the trainee by experienced ESOL tutors can be carried out face to face, online or can be recorded lessons. The observed lessons do not have to be live but must be of real teaching.

Assessed teaching practice should be of teaching carried out in real time – see Practice Requirements below for more information. It is advisable for trainees to carry out some unassessed teaching practice first, prior to starting the assessed teaching practice, to give themselves the opportunity for some developmental feedback. Assessments of teaching practice must be spaced out over the duration of the course and not completed back-to-back. Assessments must be carried out by the TESOL course tutors who observe the trainee teachers delivering to genuine learners on ESOL courses and then provide feedback on their planning, delivery and reflections. There must be a minimum of two course tutors, and both tutors must assess each trainee over the duration of the course. It is not appropriate for the class tutor whose class the trainee may be taking to carry out a formal assessment of teaching for the qualification. Assessments of teaching practice are mandatory, as indicated above and in the unit guidance.

Centre-devised assessment tasks must allow trainees to meet the criteria for each unit, together with feedback from teaching practice where relevant. Detailed assessment guidance is given for each unit and provides suggestions for assessment activities, but they are not mandatory and centres should devise tasks suitable for their trainees as well as to meet the demands of the qualification. Assessments must also reflect the fact that the qualification covers the knowledge to teach both adults and younger learner age groups.

If any assessments are to be carried out online, trainees should be given time to carry out practice assessments so that they are familiar with the digital tools being used before they attempt any formal assessment.

If the trainee fails to meet the assessment criteria on the first attempt at an activity, they may redraft the work following feedback given by the tutor. However, tutors must not correct the work of the trainee, and all feedback given by the tutor must be included within the trainee's evidence.

Portfolios of evidence must include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. This must be clear and evidence must be referenced on the tracking sheets ([Appendix 2](#)). Centres must provide assessment feedback sheets for any written work completed by the trainee, indicating how the trainee has met the assessment criteria. These must be provided with the trainee's evidence.

Portfolio of Evidence – Contents

For the Ascentis Level 5 Certificate in TESOL there are certain elements that are mandatory in the portfolio. The remainder of the portfolio will be made up of centre-devised assessed tasks and evidence.

Mandatory:

- Tracking sheets to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in [Appendix 2](#).
- Records of initial assessment and resulting action plan (maintained and updated throughout the course).
- Explanation of the context of a trainee's teaching practice: the type of learners, level, age group, group size and if this was carried out in person face to face, or online.
- A log of teaching hours completed stating lessons taught, length of lesson, to whom, when and type of lesson.
- Evidence from teaching practice such as schemes of work, lesson plans, resources used, evaluation of lessons and self-reflection.
- Records of formal assessed teaching practice and feedback given.
- Evidence from the observations of experienced ESOL tutors, including signatures of staff taking part.
- Trainee work from all other centre-devised assessments with tracking sheets indicating how the trainee has met the criteria for each unit.
- Signatures of both assessors and internal verifiers must be provided where appropriate.
- Records of at least one tutorial with the trainee.

The evidence from centre-devised assessments will be unique to each centre and trainee. However, evidence must enable the assessment criteria to be met and may include some of the following:

- Written reports
- Essays or assignments
- Other self-reflections
- Teaching journal
- Questions and discussions
- Photographs
- Video recordings
- Audio recordings
- Self-assessments

Work at Level 5

This qualification is at level 5 and trainees must be able to show they can work at this level by the end of the course. For example, they must be able to:

- Demonstrate the use of critical reflection, analysis and development of ideas
- Complete critical evaluation of key concepts and principles
- Show evidence of research and reading through use of referencing
- Apply knowledge of theories
- Demonstrate concise academic writing and a high standard of English with evidence of planning and accurate use of grammar, punctuation and spelling
- Use appropriate TESOL terminology
- Effectively communicate information to a range of learners during teaching practice

Practice Requirements

The aim of teaching practice is to give trainees as much experience as possible with different learners, in different situations and at different levels. However, this will depend on the trainees' situation, and centre staff should arrange what is best for the trainees whilst meeting the minimum requirements of the qualification. The hours given for teaching practice is a minimum to complete the qualification, but trainees would benefit from more of this practice if possible.

To successfully achieve the Ascentis Level 5 Certificate in TESOL, trainees must complete 6 hours of formal assessed teaching practice with real learners. This practice must give trainees the opportunity to teach over at least two different levels of ESOL, at least two levels apart. This practice can be delivery of teaching to adults, young learners or a mixture of both depending on the trainees' circumstances. If both adults and young learners are used, assessments of teaching practice must cover both types of learners in the proportion in which they are delivering. Delivery can be in person face to face or online but must be with groups of a minimum of 6 learners. Formal assessments of a trainee teaching must be carried out simultaneously with live lessons and not from a recording. If the teaching practice is online, the assessor should be online too so they can experience the online aspects.

Teaching practice must be planned to take place throughout the course to allow for trainee development and practice of skills learnt in class. This must also allow for trainee reflection on their own performance.

Practice teaching in the form of micro-teaching sessions to peers is encouraged prior to starting formal teaching practice and also to consolidate skills learnt in class. However, micro-teaching must not be used for the formal assessments of teaching practice, which must be with real learners in a real teaching environment. Additional observations by trainees of experienced ESOL teachers, in addition to the 6 mandatory hours, is also encouraged as part of the learning process. This could be in the form of shadowing experienced teachers. Opportunities for trainees to have unassessed informal teaching practice with other experienced ESOL teachers is also encouraged as part of the learning process but cannot be a direct practice of a forthcoming assessed session.

Tutorials

Every trainee must have at least one personal tutorial approximately halfway through the course to discuss their progress. This must be recorded and placed into the trainee's portfolio. Extra tutorials can be offered to trainees if necessary.

The Use of Artificial Intelligence (AI) in Assessments

There are potential risks associated with the use of AI in assessments, such as the possibility of bias and the potential for cheating.

Centres are expected to detect and monitor the use of AI tools in assessments. Centres must be satisfied that the work provided is that of the trainee. All trainees must be aware that they are responsible for ensuring they are not cheating in assessments by using AI tools. All trainees must cite the use of AI in their assessments where this is allowed.

Verification

Internal Verification

Internal verification activity should take place at regular intervals throughout the course, not just at the end. It should consist of a variety of activities that check the robustness of the assessment of the course. This should include internal verification of completed assessment tasks, assessed observations of practice and any oral discussion. Records of verification must be kept, including any video/audio recordings and written notes of any oral discussions.

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards, i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; and standardisation of internal verification decisions. Internal verifiers are

also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Ascentis offers free refresher training in support of this role through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team (qualityassurance@ascentis.co.uk).

Further information is available from the login section of the Ascentis website in the Customer Centre at www.ascentis.co.uk.

External Verification

Recognised centres will be verified in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External quality assurers will usually do this through: discussion with the assessment and internal quality assurance staff; verifying a sample of trainees' evidence; talking to trainees; and reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area. It is expected that each course will be delivered by a **minimum of two tutors** who will also act as the assessors. Additional staff can also be used for delivery of theory sessions but will not act as assessors.

Centres are responsible for ensuring that all staff involved in the delivery of the Ascentis Level 5 Certificate in TESOL qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing that could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

All those delivering units and/or assessing teaching practice and assessing knowledge, must have all the following:

- A specific English language teaching qualification at level 5 or above
- Evidence of at least 2 years' relevant ESOL teaching experience
- Evidence of carrying out assessments and giving comprehensive feedback
- Access to appropriate guidance and support
- Ongoing participation in Continuing Professional Development (CPD) activities, including related programme quality assurance practices

Internal quality assurers need to have knowledge and experience of the internal quality assurance processes and must be confident to give feedback to assessors on their practice. In addition, internal quality assurers need good knowledge of the Ascentis Level 5 Certificate in TESOL qualification and must have a teaching qualification themselves. They also need a good up-to-date working knowledge of teaching ESOL.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of the Ascentis Level 5 Certificate in TESOL qualification.

Ascentis offers free support for centres. In order to deliver this qualification, prospective centres must undertake mandatory training from Ascentis prior to first delivery. Further information on the support that is available can be found on the Ascentis website.

Tutor Delivery Guidance

Delivery of the Ascentis Level 5 Certificate in TESOL is the responsibility of the centre and will depend on the needs of the trainee teachers. It is common practice, however, to start with the delivery of language awareness.

The Ascentis Level 5 Certificate in TESOL covers both the teaching of adults and younger learners, so the theory included must cover both age ranges, even if trainees will only be teaching adults or only teaching younger learners. Both age ranges must be considered throughout. Assessments of knowledge must therefore reflect this and relate to both age ranges. Knowledge assessments must show that the trainee understands how to deliver to both age groups of learners.

The qualification also covers the knowledge of teaching both in person face to face and in an online situation, so knowledge assessments must cover both these situations. However, it is recognised that not all trainees will be able to practise teaching in both contexts; therefore, they should be assessed teaching in the context appropriate to them. Knowledge assessments must show that the trainee understands how to deliver in both face to face and online contexts.

UNIT SPECIFICATIONS

Unit Title: Planning and Delivering TESOL Lessons

Unit Reference Number: J/652/2311

Credit Value of Unit: 5

GLH of Unit: 35

Level of Unit: 5

Introduction

This unit synthesises learning from all other units, enabling trainees to plan appropriately for a variety of learners, levels and contexts. It aims to develop the trainee's ability to plan, deliver, assess and evaluate complete TESOL lessons both online and in face-to-face contexts. It applies these skills across different learner groups, including young learners aged 5–16 and adults. It enables the trainee to plan, deliver, assess and evaluate complete TESOL lessons with increasing autonomy.

This is a practical unit and can only be completed by a trainee with reference to their teaching practice. Therefore, real teaching practice is essential for this unit.

Learning Outcomes	Assessment Criteria
The trainee will:	The trainee can:
1 Plan and design effective TESOL lessons	1.1 Produce coherent lesson plans with clear aims that are appropriate to the learners' age and level
	1.2 Select and adapt materials for different levels and age development stage using a variety of different resources
	1.3 Explain how online lessons may differ from face to face in terms of barriers, needs and delivery
	1.4 Justify planning decisions based on appropriate pedagogical principles, and an understanding of child language acquisition
2 Deliver TESOL lessons	2.1 Manage the classroom environment effectively for the context and learners
	2.2 Use a range of techniques for teaching skills and language systems
	2.3 Modify and adapt own use of spoken and written language appropriate to the level of the student
	2.4 Support learner participation and autonomy with a variety of appropriate strategies
	2.5 Use a variety of relevant materials and digital tools appropriate to the context
3 Evaluate teaching practice	3.1 Review the performance of experienced ESOL teachers and the factors influencing their performance
	3.2 Critically reflect on own teaching performance, including the use of digital technology
	3.3 Identify strengths and areas for own development of teaching practice in relation to a variety of contexts
	3.4 Create an action plan for own development of teaching practice skills

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

AC 1.1

Coherent lesson plans including: clear aims; logical stages; realistic timings; anticipated problems and possible solutions; group profile; interactions; age appropriate; planning with learner needs in mind; considering factors such as attention span, cognitive load and behaviour; using recognised planning frameworks (e.g. PPP, ESA, TBLT, guided discovery) and selecting one appropriately; linking lesson aims to the scheme of work and wider curriculum including spiral curriculum principles; ensuring tasks are level appropriate and build on prior learning through retrieval and interleaving practice.

AC 1.2

Materials for different levels and age development stage including: choosing level-appropriate, accessible, inclusive and culturally sensitive materials; adapting texts and tasks: simplifying the language, differentiating task, scaffolding; age appropriate materials: stories, songs, visuals or games; mix of resources: coursebooks, authentic texts, digital tools, realia, images; supporting different learning needs including trauma-sensitive adaptations.

AC 1.3

How online lessons may differ including: practical barriers: devices, internet access, digital literacy, home environment; online interactions: fewer visual cues, turn-taking challenges, camera use; adapting delivery: shorter tasks, more visuals, interactive tools (polls, quizzes, breakout rooms), clear instructions, monitoring and assessment; safeguarding online: safe platforms, privacy, supervision, reporting concerns; supporting learners who struggle with technology or English literacy; trauma-informed online practice: predictable routine, optional participation.

AC 1.4

Planning decisions based on appropriate pedagogical principles, and an understanding of child language acquisition including: linking planning choices to TESOL pedagogy: scaffolding, modelling, communicative practice, guided discovery; drawing on theories of child development and language acquisition: interaction, repetition, meaningful input, play; explaining why certain tasks, groupings or materials suit a particular age or developmental stage; connecting decisions to the scheme of work and long-term learning progression; trauma-informed rationale: emotional safety, relationship-centred teaching.

AC 2.1

Managing the classroom environment including: establishing routines, expectations and a positive learning environment; managing the physical space: e.g. seating, movement, resources, safety; managing online environments: muting, chat, breakout rooms, digital etiquette; using age-appropriate behaviour management strategies grounded in child development; creating an inclusive, supportive, trauma-sensitive environment; safeguarding responsibilities: e.g. recognising concerns, responding appropriately, maintaining professional boundaries.

AC 2.2

Using a range of techniques for teaching skills and language systems including: approaches for receptive skills, e.g. top-down vs bottom-up processing, listening sub-skills (gist, detailed, inference, attitude), reading sub-skills (skimming, scanning, intensive/extensive reading), guided support; approaches for productive skills: modelling, accuracy vs fluency, speaking and writing sub-skills, pronunciation in speaking tasks, writing stages, e.g. planning, drafting, editing; teaching grammar, vocabulary and pronunciation through clear explanations or guided discovery, modelling and drilling, activating background knowledge, using visuals, gestures, eliciting, examples, timelines, clines, concept-checking questions, instruction-checking questions and real-world tasks to support understanding; integrating skills and systems within communicative tasks; adapting techniques for young learners and lower-level learners; using monitoring, assessment and feedback to inform delivery.

AC 2.3

Modify and adapt own use of spoken and written language including: grading teacher talk: slowing down, simplifying, chunking, pausing; giving clear, concise instructions supported by modelling or visuals; adjusting written language: e.g. simple formatting, accessible vocabulary, clear layout; avoiding unnecessary idioms, advanced language or culturally specific references; using a calm, predictable communication style to support anxious or trauma-affected learners.

AC 2.4

Support learner participation and autonomy including: encouraging participation through pair work, group tasks, supportive questioning and collaborative learning; building autonomy through goal-setting, self-assessment, learner choice; supporting shy or anxious learners with low-pressure participation options; using digital tools to promote autonomy: e.g. shared documents, learner portfolios, online practice; trauma-informed participation: e.g. offering choice, avoiding forced contributions, building trust.

AC 2.5

A variety of relevant materials and digital tools including: selecting digital tools that support learning: e.g. quizzes, collaborative writing tools, video platforms; integrating multimedia to make lessons engaging and accessible; choosing materials that suit the age, level and context of the learners; ensuring digital safety and managing basic technical issues; trauma-sensitive digital practice: e.g. avoiding overstimulation, offering alternatives, clear navigation; using scaffolding techniques to support learners.

AC 3.1

Review the performance of experienced ESOL teachers including: observing experienced teachers and identifying effective techniques, strategies and classroom management approaches, using digital reflective tools if appropriate, noticing how they explain language, support learners and use digital tools; comparing different teaching styles and approaches; linking observations to TESOL pedagogy, child development and safeguarding practice; reflecting on how observed practice informs one's own teaching.

AC 3.2

Reflect on own teaching performance, including the use of digital technology including: evaluating what worked well in a lesson and what didn't; considering learner engagement, clarity of instructions and achievement of aims; reflecting on how effectively digital tools were used; using evidence such as learner and peer feedback, recordings or mentor comments.

AC 3.3

Strengths and areas for own development of teaching practice including: recognising strengths in planning, delivery, assessment and classroom management; identifying areas for growth across different contexts: e.g. young learners, adults, online and multilingual groups; using feedback from mentors, peers and learners to guide development; linking development needs to professional standards and safeguarding responsibilities; considering trauma-informed practice as part of professional growth.

AC 3.4

Action plan for own development of teaching practice skills including: setting clear, achievable development goals; identifying CPD opportunities: e.g. courses, reading, mentoring, peer observation; planning practical steps to improve specific teaching skills; reviewing progress and adjusting goals over time, making sure to include digital skills, inclusive practice and trauma-informed approaches in the plan.

Unit Assessment Guidance

It is expected that trainees will be able to complete most of this unit from their own teaching practice. Teaching practice must give the trainees the opportunity to show their competence for all relevant learning outcomes and assessment criteria. All the assessment criteria listed above must be met to successfully achieve the unit.

For AC 1.3, a reflection on how an online lesson may differ from face to face in terms of barriers, needs and delivery will be required.

For AC 3.1, trainees must observe experienced teachers for a minimum of 6 hours and complete a review.

Trainees need to demonstrate that they can plan and deliver ESOL lessons effectively, support and assess learners successfully, use digital tools when needed and reflect on their own practice. Assessments must require trainees to demonstrate that they can work with different age groups, different contexts and different learner needs. Therefore, if a trainee is teaching all adults or all young learners, a task must be set to cover knowledge and skills of the other context.

Mandatory:

Minimum of 6 hours' teaching on a minimum of 8 occasions over 2 separate ESOL levels (no more than 7 hours of assessed teaching on 10 occasions).

All documents related to the teaching to be in the portfolio – schemes of work, lesson plans, rationales, resources, self-reflections and assessed teaching reports showing feedback to the trainee. These must be presented for all assessed sessions.

Examples of other tasks that could be used to show knowledge of alternative context:

Design a lesson plan for young learners **or** adults, depending on the trainee's teaching practice context (60 minutes) with rationale.

Reflective journals on digital tools.

Scenario-based task for teaching online or adaptive strategies.

NB: Evidence of teaching practice is also required for other units. The evidence can be cross-referenced between units and copies do not have to be made.

Please note that this unit also appears in the following Ascentis qualifications:
This unit does not appear in any other Ascentis qualification.

UNIT SPECIFICATIONS

Unit Title: Principles of Teaching, Learning and Assessment in TESOL

Unit Reference Number: K/652/2312

Credit Value of Unit: 4

GLH of Unit: 28

Level of Unit: 5

Introduction

This unit introduces key ideas in second language acquisition (SLA), learner motivation and inclusive teaching, helping trainees to plan learning that supports a wide range of learners in a variety of contexts. It also explores how trauma can affect adult ESOL learners and how teachers can create classrooms in different contexts that feel safe, predictable and supportive. Trainees will learn practical ways to plan and teach that reduce stress, avoid retraumatisation and promote learner well-being, especially for those who have experienced displacement, violence or instability. The unit looks at how people acquire language and how teachers can respond to diverse learner needs in real teaching situations. It also introduces approaches for supporting ESOL learners with limited literacy and principles of assessment.

This unit relates to both adults and young learners, and theory needs to be discussed in relation to both. The unit covers both knowledge and application but trainees do not have to be teaching to complete the unit, as the application can be achieved through hypothetical tasks.

Learning Outcomes	Assessment Criteria
The trainee will:	The trainee can:
1 Understand theories of second language acquisition	1.1 Review major theories of second-language acquisition and general teaching theories
	1.2 Explain how second-language acquisition theories and general teaching theories inform TESOL practice
2 Understand and recognise learner needs, motivations and identities	2.1 Explain factors that influence learner engagement in a variety of contexts
	2.2 Analyse how different learner-related factors affect learning and behaviour
	2.3 Explain how literacy-related learner needs affect ESOL learning
	2.4 Explain approaches that support inclusive and culturally responsive teaching
3 Understand the nature and impact of trauma and SEND on ESOL learning	3.1 Identify signs of distress, withdrawal or SEND-related barriers in learners
	3.2 Evaluate the implications of trauma and SEND for ESOL teaching, both for the learner and the teacher
	3.3 Explain approaches that support trauma-informed and SEND-aware teaching
4 Apply learning theory to TESOL practice	4.1 Plan lessons that feel safe, predictable and supportive
	4.2 Design learning activities that reflect principles of second-language acquisition in a variety of contexts
	4.3 Justify pedagogical choices using relevant theory
	4.4 Analyse how theory shapes teaching decisions

5 Understand and apply methods and principles of assessment to TESOL practice	5.1 Explain the purposes of assessment in ESOL, including initial, diagnostic, formative and summative approaches
	5.2 Analyse assessment methods suitable for use with diverse ESOL learners
	5.3 Identify factors teachers should consider when using online assessments with ESOL learners
	5.4 Apply principles of fair, valid and reliable assessment when selecting or designing ESOL assessment activities
	5.5 Evaluate how assessment outcomes can be used to inform planning, support learner progress, and shape teaching decisions

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

AC 1.1

Major theories of second-language acquisition and general teaching theories including: theories such as behaviourist, cognitive, interactionist, sociocultural, usage-based, and their critiques; key concepts: comprehensible input, output, noticing, interlanguage, affective filter; affective factors: anxiety, identity, motivation, trauma and their influence on SLA; broader pedagogical theories: e.g. constructivism, humanistic approaches, communicative language teaching; adult and child learning theory and how developmental stage affects language learning; relevance of SLA theories to multilingual learner profiles and diverse ESOL/EFL/EAL/ESP contexts.

AC 1.2

How second-language acquisition theories and general teaching theories inform TESOL practice including: how SLA principles shape task design, sequencing, scaffolding and interaction patterns; application of theories of input, noticing and output to classroom practice; influence of adult and child learning theory on expectations around attention, readiness and motivation; how pedagogical theories inform modelling, guided discovery, differentiation and learner autonomy; using SLA critiques to adopt flexible, context-sensitive approaches for multilingual groups; how theory supports inclusive practice across ESOL, EFL, EAL and ESP settings.

AC 2.1

Factors that influence learner engagement in a variety of contexts including: affective influences such as anxiety, identity, confidence, motivation, trauma; learner backgrounds: multilingual profiles, first-language literacy, prior education, SEND; adult vs child learning theory: cognitive load, attention span, self-regulation; contextual factors: ESOL/EFL/EAL/ESP purposes, online vs face to face, access to technology, home environment; teacher-related factors such as clarity, rapport, pace, relevance, inclusive practice; external pressures: e.g. work, caring responsibilities, socioeconomic factors.

AC 2.2

How different learner-related factors affect learning and behaviour including: cognitive factors: e.g. memory, processing speed, executive functioning; linguistic factors: multilingualism, L1 literacy, transfer from other languages; SEND-related factors: e.g. dyslexia, ADHD, autism, sensory processing differences; trauma-related factors: hypervigilance, withdrawal, emotional dysregulation; affective factors: e.g. anxiety, identity, motivation and their behavioural impact; cultural expectations: e.g. attitudes to participation, teacher authority, group work; resulting behaviours: disengagement, silence, frustration, inconsistent attendance.

AC 2.3

How literacy-related learner needs affect ESOL learning including: impact of L1 literacy on English reading and writing development; challenges with decoding, spelling, phoneme-grapheme correspondence and handwriting; increased cognitive load for learners with limited literacy; need for modelling, visual support, chunking and scaffolded writing frames; digital literacy challenges such as navigating platforms, typing, interpreting icons; implications for lesson design, pacing and assessment accessibility.

AC 2.4

Approaches that support inclusive and culturally responsive teaching including: differentiation and universal design for learning across diverse contexts; SEND-aware strategies: e.g. visual supports, chunked instructions, sensory considerations; culturally responsive practice: valuing identities, avoiding stereotypes, relevant materials; translanguaging and drawing on multilingual repertoires; trauma-informed inclusivity: predictability, emotional safety, low-pressure participation; adapting for literacy needs, multilingual profiles and varied ESOL/EFL/EAL/ESP purposes.

AC 3.1

Signs of distress, withdrawal or SEND-related barriers in learners including: emotional signs: e.g. anxiety, irritability, tearfulness, mood changes; behavioural signs: withdrawal, avoidance, hypervigilance, disruptive behaviour; cognitive signs: e.g. difficulty concentrating, slow processing, memory challenges; SEND indicators: e.g. persistent reading/writing difficulties, sensory sensitivities, communication challenges; online indicators: e.g. camera avoidance, silence, sudden disengagement; importance of observation and recognising patterns over time.

AC 3.2

Implications of trauma and SEND for ESOL teaching, both for the learner and the teacher including: impact on learners: reduced cognitive capacity, emotional triggers, difficulty with transitions; implications for teaching: e.g. need for predictable routines, sensitive communication, flexible expectations; classroom management: de-escalation, calm tone, safe spaces, sensory-aware environments; teacher well-being: emotional labour, vicarious trauma, boundaries and supervision; planning implications: chunking, scaffolding, trauma-sensitive pacing; safeguarding, regulations and quality assurance requirements.

AC 3.3

Approaches that support trauma-informed and SEND-aware teaching including: core principles: e.g. safety, trust, choice, collaboration, empowerment; predictable routines, visual timetables and clear transitions; calm, non-threatening communication and modelling emotional regulation; sensory-friendly environments and alternative ways to demonstrate learning; grounding techniques, co-regulation and low-stimulus spaces; alignment with safeguarding and SEND regulations.

AC 4.1

Lessons that feel safe, predictable and supportive including: clear openings, transitions and closures; routines and visual schedules to reduce anxiety; sequencing tasks to reduce cognitive load and avoid overwhelm; considering sensory needs, triggers and learner preferences; trauma-informed planning: choice, pacing, emotional safety; alignment with institutional policies and quality assurance.

AC 4.2

Learning activities that reflect principles of second-language acquisition in a variety of contexts including: SLA principles: comprehensible input, meaningful interaction, noticing, scaffolding, output; SLA critiques and sociocultural perspectives; broader pedagogical theories: constructivism, humanistic approaches; adapting activities for ESOL, EFL, EAL and ESP contexts; considering multilingual learner profiles, SEND and literacy needs; using frameworks such as PPP, ESA and TBLT; designing for online, blended and face-to-face delivery.

AC 4.3

Pedagogical choices using relevant theory including: linking decisions to SLA theory, adult/child learning theory and inclusive pedagogy; explaining choices around tasks, materials, grouping and sequencing; evidence-based approaches: scaffolding, modelling, guided discovery; curriculum design principles: spiral curriculum, retrieval practice; considering regulatory and quality assurance requirements.

AC 4.4

How theory shapes teaching decisions including: using SLA theory to guide sequencing, input and interaction; applying learning theory to set expectations around behaviour and readiness; drawing on trauma-informed and SEND-related theory to adjust communication and pacing; using multilingual learner profiles to plan differentiation; applying curriculum theory to support long-term planning and progression.

AC 5.1

The purposes of assessment in ESOL including initial, diagnostic, formative and summative approaches: initial assessment: placement and identifying starting points; diagnostic assessment: identifying strengths, gaps, SEND indicators and literacy needs; formative assessment: feedback, monitoring, Assessment for Learning (AfL); summative assessment: achievement, certification, progression; purposes across ESOL/EFL/EAL/ESP contexts; regulatory and quality assurance expectations.

AC 5.2

Assessment methods suitable for use with diverse ESOL learners including: methods: e.g. observation, portfolios, checklists, quizzes, oral tasks, reading/writing tasks, performance-based assessment; assessing speaking, listening, reading and writing appropriately; matching methods to learner needs, levels and contexts, basic literacy needs; SEND-aware and trauma-informed adaptations; strengths and limitations of each method.

AC 5.3

Factors teachers should consider when using online assessments with ESOL learners including: digital access: devices, connectivity, digital literacy; task design: clarity (including instructions), navigation, screen-readability, cognitive load; fairness and authenticity: avoiding technical barriers; safeguarding and data privacy; supporting learners with low literacy or SEND; managing anxiety and test stress.

AC 5.4

Principles of fair, valid and reliable assessment when selecting or designing ESOL assessment activities including: fairness: accessibility, cultural sensitivity, avoiding bias; validity: alignment with learning outcomes and intended skills; reliability: consistency, clear criteria, standardised procedures; designing tasks that allow all learners to demonstrate learning; transparent instructions, rubrics and expectations; alignment with regulatory and quality assurance frameworks.

AC 5.5

How assessment outcomes can be used to inform planning, support learner progress and shape teaching decisions including: using assessment data to identify strengths, gaps and next steps; adjusting lesson plans, materials and grouping; supporting learner autonomy through feedback and goal-setting; tracking progress over time and adapting schemes of work; informing differentiation, intervention and pastoral support; ensuring decisions align with institutional and regulatory expectations.

Unit Assessment Guidance

Centres will need to devise tasks for trainees to complete in order to achieve this unit.

All the assessment criteria listed above must be met to successfully achieve the unit. Tasks must be devised that will allow trainees opportunity to meet all the criteria. A variety of tasks can be used. In total, the word count should not exceed 3000.

This is a knowledge and application of knowledge unit that can be achieved without teaching practice; however, trainees can use information and products from their own practice to complete some or all of the tasks.

Trainees need to demonstrate understanding of how people learn languages and how different learner needs shape the classroom. They also need to demonstrate how teachers can plan safe, inclusive and effective learning and assessment. Assessments must require trainees to apply theoretical knowledge to realistic ESOL situations, including trauma-affected learners, SEND, multilingual backgrounds and learners with limited literacy.

Evidence for this unit needs to cover both adults and young learners, so tasks set must reflect this.

Examples of suitable tasks:

Comparison of key SLA and general teaching theories with examples of how they influence TESOL planning.

Scenario-based responses or learner-profile analysis (trauma, literacy needs, SEND, multilingual backgrounds) in the format of case studies.

Design a task to provide a rationale and reflection.

Design a learning activity to include a lesson plan and a rationale.

A table analysing different suitable assessment methods.

Create an assessment with adaptations for online and diverse learner needs with suggestions of how outcomes inform planning and progress.

Application can refer to real or hypothetical learner data.

Please note that this unit also appears in the following Ascentis qualifications:
This unit does not appear in any other Ascentis qualification.

UNIT SPECIFICATIONS

Unit Title: Professional Responsibilities and Behaviours in TESOL

Unit Reference Number: L/652/2313

Credit Value of Unit: 2

GLH of Unit: 14

Level of Unit: 5

Introduction

To develop professional behaviours, ethical awareness and reflective practice skills required for effective and responsible TESOL practice. This unit consolidates the practical experience and theoretical knowledge gained from the other units and prepares trainees for professional responsibilities in real TESOL contexts. This unit encourages the trainee to look beyond the classroom experience and broaden their reflection to that of the whole teaching role.

Ethical and safeguarding responsibilities must reflect both adults and young learners and in both online and face-to-face contexts.

Trainees must have teaching practice to fully complete this unit.

Learning Outcomes	Assessment Criteria
The trainee will:	The trainee can:
1 Understand professional boundaries and responsibilities	1.1 Explain ethical and safeguarding responsibilities in a variety of contexts
	1.2 Analyse professional boundaries within the teaching context
	1.3 Evaluate the role of ongoing professional development as a teacher
2 Maintain teacher well-being and safe practice	2.1 Explain factors that influence teacher well-being in ESOL
	2.2 Analyse how stress and workload can affect decision-making and impact on safeguarding procedures
	2.3 Identify practical strategies that help maintain personal well-being
	2.4 Reflect on own safeguarding awareness and practices
	2.5 Explain when and how to seek support in line with organisational safeguarding processes
3 Engage in reflective practice	3.1 Evaluate own personal strengths and development needs in the role of an ESOL teacher using a variety of reflective models
	3.2 Produce a professional development plan to cover all aspects of being a professional ESOL teacher

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

AC 1.1

Ethical and safeguarding responsibilities in a variety of ESOL settings including: what it means to act ethically as a teacher: e.g. treating learners with respect, protecting confidentiality, being fair and consistent; how codes of conduct guide day-to-day decisions and professional behaviour; core safeguarding duties: e.g. noticing concerns, responding calmly, recording accurately and reporting promptly; understanding the Prevent duty and how to create a safe, inclusive environment; ethical challenges that can arise in ESOL: e.g. cultural expectations, dual roles, learner vulnerability; keeping learners safe in online and blended environments.

AC 1.2

Professional boundaries in teaching including: why boundaries matter for both learners and teachers; what healthy boundaries look like in communication, support and relationships; managing expectations when learners seek help beyond the teaching role; navigating digital boundaries: e.g. messaging apps, social media; cultural differences in how boundaries are understood; when and how to refer learners to other services; how boundaries link to safeguarding and codes of conduct.

AC 1.3

Ongoing professional development including: why CPD is essential for confidence, competence and safe practice; using organisational policies and codes of conduct to guide development; different types of CPD: courses, mentoring, peer observations, reading, action research; building expertise in areas such as trauma-informed ESOL, SEND, literacy, digital teaching; understanding TESOL career pathways and how teachers progress in the sector; using reflection to identify what's working and what needs to improve; how CPD benefits learners as well as teachers.

AC 2.1

Factors that influence teacher well-being in ESOL including: emotional demands of working with diverse and sometimes vulnerable learners; workload pressures, admin demands and job security; the impact of organisational culture, support and supervision; personal factors: e.g. resilience, confidence, work-life balance; how well-being connects to safe, ethical practice.

AC 2.2

How stress and workload affect decision-making and safeguarding including: how stress affects attention, judgement and communication; the risk of missing safeguarding signs when overwhelmed; how pressure can lead to rushed decisions or unclear boundaries; the value of supervision, debriefing and reflective practice in managing stress.

AC 2.3

Practical strategies for maintaining well-being including: everyday strategies: pacing, breaks, realistic planning, time management; emotional regulation and grounding techniques; support networks: colleagues, mentors, supervision; setting boundaries to protect personal time and energy; using reflective tools to monitor well-being; making use of organisational well-being resources.

AC 2.4

Personal safeguarding awareness and practices including: how confident the teacher feels about recognising and responding to concerns; strengths and gaps in safeguarding knowledge; using reflective models (e.g. Gibbs, Rolfe, Brookfield) to consider past decisions; learning from feedback, case studies and supervision; identifying areas for further training or support.

AC 2.5

When and how to seek safeguarding support including: understanding internal reporting routes: DSL, safeguarding teams, line managers; when to escalate concerns, even if unsure; how to record and report concerns clearly and promptly; working with external agencies while maintaining confidentiality; staying within the limits of the teaching role; how organisational policies and codes of conduct guide safe action.

AC 3.1

Personal strengths and development needs using reflective models including: using models such as Gibbs, Kolb, Rolfe or Brookfield to structure reflection; identifying strengths in planning, teaching, assessment, communication and inclusivity; recognising areas for growth: trauma-informed practice, SEND, digital skills, ESOL literacy; drawing on feedback from learners, peers, mentors and observations; linking reflection to TESOL career pathways and long-term goals; keeping reflective notes, journals or logs as evidence of development.

AC 3.2

A professional development plan including: setting clear, realistic goals and actions; balancing short-term needs with long-term career aspirations; including CPD linked to safeguarding, Prevent, codes of conduct and specialist ESOL areas; planning development in areas such as trauma-informed teaching, SEND, digital pedagogy, assessment; reviewing progress regularly and adapting the plan as needed; ensuring well-being and safe practice are part of the development journey; connecting the CPD plan to wider TESOL career pathways.

Unit Assessment Guidance

Centres will need to devise tasks for trainees to complete in order to achieve all this unit. However, learning outcome 3 must relate to the trainee's own teaching practice.

All the assessment criteria listed above must be met to successfully achieve the unit. Tasks must be devised that will allow trainees opportunity to meet all the criteria. A variety of tasks can be used. In total, the word count should not exceed 1500.

This is mainly a knowledge-based unit with trainee reflection on their own real practice.

Trainees need to demonstrate that they understand what it means to act professionally as a TESOL teacher. Assessments should require trainees to demonstrate that they are able to consider their professional responsibilities, reflect on their own practice and recognise what keeps adults, young learners and teachers safe and well.

Examples of suitable tasks:

Written task on the responsibilities of an ESOL tutor.

Reflective portfolio/CPD plan.

Scenario-based responses analysing professional dilemmas.

Written analysis using a chosen reflective model.

Reflection focused on teacher well-being and safe practice.

Please note that this unit also appears in the following Ascentis qualifications:
This unit does not appear in any other Ascentis qualification.

UNIT SPECIFICATIONS

Unit Title: Selecting, Adapting and Creating TESOL Materials including Digital Tools

Unit Reference Number: M/652/2314

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 5

Introduction

This unit builds on trainees' knowledge and understanding in how to select, adapt and create effective and inclusive teaching materials for a variety of contexts. It is also designed to give trainees the skills and knowledge to select and use digital tools that support language learning, enhance engagement and make lessons more interactive. It develops trainees' understanding of what makes material effective; how to adjust materials for different levels, contexts, needs and age ranges; and how to support their understanding with clear rationales. This unit also considers the use of AI in the development and adaptation of TESOL materials.

This unit is a mixture of knowledge and practical skills. The knowledge can be related to hypothetical situations or to the trainee's own teaching practice. It is essential that the theory relates to both adults and young learners.

Learning Outcomes	Assessment Criteria
The trainee will:	The trainee can:
1 Understand how to choose materials	1.1 Explain what makes a material suitable for a specified level, age group or teaching context
	1.2 Analyse the benefits and challenges of different digital tools used in TESOL
	1.3 Evaluate the strengths and limitations of different types of materials including authentic, semi-authentic and course books
	1.4 Explain how learner needs, cultural factors and lesson aims influence the choice of material and digital tools
2 Create and adapt materials for ESOL learners	2.1 Design and modify materials so that they are accessible and engaging for learners at different levels, ages and for different types of delivery
	2.2 Modify tasks so that they meet the language or skills needs of the learners
	2.3 Adapt tasks and ensure materials are clear so that learners with SEND can access them easily
	2.4 Justify adaptation choices using TESOL principles
3 Evaluate the effectiveness of digital tools	3.1 Identify potential challenges for online or in-person delivery
	3.2 Analyse the suitability of online tools for different lesson stages
	3.3 Demonstrate how to integrate a digital tool into a lesson stage
	3.4 Explain how a chosen tool supports learning effectively

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

AC 1.1

Ways a material is suitable for a specified level, age group or teaching context including: understanding age and level appropriacy: choosing texts, tasks and visuals that match learners' cognitive development, attention span and CEFR level: ensuring cultural sensitivity and inclusivity: avoiding stereotypes, representing learners' identities and selecting content that feels safe and respectful: considering learners' interests and motivation: e.g. choosing topics that feel relevant to learners' lives, goals and experiences, especially in ESOL settings; balancing skills focus vs language systems focus: selecting materials that genuinely support the lesson aim rather than forcing a mismatch; checking authenticity and real-world relevance: using materials that connect to everyday life, work, study or community contexts; factoring in digital access and confidence: ensuring materials work for the delivery mode (in-person, online, blended); trauma-informed awareness: avoiding potentially triggering content and providing predictable, supportive task structures; practicalities: class size, time, resources and the teacher's own familiarity with the material.

AC 1.2

Benefits and challenges of different digital tools used in TESOL including: exploring common TESOL tools: e.g. Padlet, Kahoot, Quizlet, collaborative writing tools like Google Docs, pronunciation apps, interactive whiteboards and LMS platforms: benefits: e.g. boosting motivation through gamification and instant feedback, supporting collaboration (e.g. shared writing on Google Docs), allowing multimodal learning: text, audio, video, images, helping learners to practise independently and revisit content; challenges: e.g. digital inequality and varying levels of digital literacy; safeguarding online: privacy, appropriate use, safe communication, cognitive overload from busy interfaces or too many features; age-appropriacy: e.g. adapting digital tasks so they're suitable for young learners or adults with limited tech experience; troubleshooting common issues: logins, connectivity, device compatibility; evaluating tools: e.g. accessibility, inclusivity, ease of use, alignment with lesson aims and whether the tool genuinely enhances learning rather than distracting from it.

AC 1.3

Strengths and limitations of different types of materials including authentic, semi-authentic and course books including: authentic materials: strengths: real-world language, cultural richness, high engagement; limitations: may be too dense or culturally unfamiliar, often need adaptation for level, age or SEND; semi-authentic materials: strengths: more accessible while still feeling 'real', easier to scaffold; limitations: can feel contrived, may still require cultural adaptation; coursebooks: strengths: structured progression, clear sequencing, teacher support, predictable routines; limitations: may not reflect learners' lived experiences, can lack cultural inclusivity, sometimes outdated or not trauma-informed; considering AI-assisted resource development: strengths: speed, customisation, ability to generate differentiated versions; limitations: risk of inaccuracies, cultural insensitivity or overly generic content, teacher needs to critically evaluate and adapt; evaluating materials considering learner needs, context, inclusivity and real-world relevance.

AC 1.4

How learner needs, cultural factors and lesson aims influence the choice of material and digital tools including: learner needs: literacy levels, SEND, prior education, digital confidence, trauma history, motivation; cultural factors: representation, avoiding stereotypes, selecting materials that feel respectful and relatable; lesson aims: whether the focus is on a skill (e.g. reading for gist) or a language system (e.g. past tense forms); choosing tools that genuinely support the aim: e.g. Quizlet for vocabulary recall, Padlet for brainstorming, Google Docs for collaborative writing; ensuring accessibility: clear instructions, visual support, alternative formats; safeguarding online: choosing tools with appropriate privacy settings and safe interaction features; adapting digital tasks for age: simplifying interfaces for younger learners; ensuring adult learners feel respected and not patronised.

AC 2.1

Adaptation of materials so that they are accessible and engaging for a variety of learners including: designing for engagement: relatable topics, real-world tasks, opportunities for personalisation; ensuring accessibility: clear layout, consistent formatting, visual scaffolding, alternative formats (e.g. audio, video); adapting for delivery mode: in-person: physical manipulatives, pair work, movement-based tasks; online: interactive slides, breakout rooms, embedded media, digital worksheets; considering age: visuals, pacing,

task length, safeguarding, appropriate digital tools; using AI to support material creation while applying professional judgement to refine and humanise the output.

AC 2.2

Task modifications meeting the language or skills needs of the learners including: differentiating tasks: tiered questions, sentence starters, model answers, alternative task types; adjusting for skills focus: reading: e.g. scaffolding for scanning vs detailed comprehension: speaking: e.g. structured prompts for lower-confidence learners; targeting language systems: adapting tasks to highlight grammar, lexis, pronunciation or discourse; supporting emergent language: space for noticing, reformulation and practice; ensuring tasks remain meaningful and connected to real-world use.

AC 2.3

Tasks and materials being clear so that learners with SEND can access them easily including: applying accessible design principles: clear fonts, high contrast, uncluttered layout; SEND-specific strategies: dyslexia: chunked text, audio support, coloured backgrounds; ADHD: short, structured tasks, visual timers; autism: predictable routines, explicit instructions, reduced ambiguity; using UDL principles: multiple ways to access content and show understanding; ensuring digital tools are accessible: captions, transcripts, alt text, simple navigation; providing emotional safety: predictable structure, low-stakes entry tasks, choice.

AC 2.4

Adaptation choices using TESOL principles including: linking decisions to SLA theories: e.g. comprehensible input, scaffolding, noticing, communicative competence; explaining how adaptations support learner needs, lesson aims and accessibility; referencing TESOL best practice: learner-centred design, inclusive pedagogy, trauma-informed approaches; demonstrating professional judgement: e.g. balancing challenge, support and authenticity.

AC 3.1

Potential challenges for online or in-person delivery including: technical, pedagogical or learner-related issues: online challenges: connectivity, logins, device limitations, safeguarding, reduced non-verbal cues, engagement dips; in-person challenges: classroom layout, mixed-ability groups, limited resources, behaviour management; cross-mode challenges: ensuring continuity between online and in-person versions of materials; troubleshooting common issues: audio problems, screen-sharing, broken links, incompatible file types; emotional and cognitive load: screen fatigue, anxiety, sensory overload.

AC 3.2

Suitability of online tools for different lesson stages including: warmers: Kahoot, Mentimeter, Padlet word clouds; presentation: interactive slides, short videos, annotation tools; controlled practice: Quizlet, drag-and-drop tasks, auto-marked quizzes; freer practice: breakout rooms, Google Docs for collaborative writing, Padlet discussions; feedback: e.g. comment functions, audio feedback, screen annotation; considering age, level, safeguarding and accessibility when selecting tools.

AC 3.3

Integrating a digital tool into a lesson stage including: choosing a tool that directly supports the aim (e.g. Google Docs for collaborative writing in a freer practice stage); modelling the tool clearly before learners use it; providing step-by-step instructions and visual examples; building the tool into the lesson flow rather than using it as a 'bolt-on'; troubleshooting common issues and offering alternatives for learners who struggle with tech.

AC 3.4

How a successful chosen tool supports learning including: evaluating impact: engagement, accuracy, fluency, confidence, participation; using evidence: learner output, analytics, observation, learner feedback; reflecting on whether the tool genuinely helped achieve the lesson aim; considering inclusivity, accessibility and learner experience; deciding whether to keep, adapt or replace the tool in future lessons.

Unit Assessment Guidance

Centres may need to devise some tasks for trainees to complete in order to fully achieve this unit. However, much of the unit can gain evidence from trainee teaching practice. Both are acceptable for this unit and the unit can be gained entirely from centre-devised tasks if necessary.

All the assessment criteria listed above must be met to successfully achieve the unit. Tasks must be devised that will allow trainees opportunity to meet all the criteria. A variety of tasks can be used. In total, the word count should not exceed 2250.

Trainees need to demonstrate that they can select effective materials, adapt them for different learners and use digital tools in ways to support the learners. Assessments should require trainees to apply their understanding to real or realistic teaching situations.

Examples of suitable tasks:

Table of strengths and limitations of materials comparing the suitability in terms of age, level and teaching context.

Adapted materials with rationale, explaining adaptation decisions and how they could be used online or with different age groups and needs.

Appropriate use of AI to create worksheets, commenting on accuracy and overall effectiveness.

Written analysis comparing two digital tools for effectiveness with different learner groups.

Demonstration showing how a digital tool would be used in a TESOL lesson with a reflection of how it would be used and why any adaptations were made.

Scenario-based analysis of when a specific digital tool would work or not.

Assessed teaching practice reports and accompanying lesson plans, rationales and reflections that show how the criteria have been achieved.

Please note that this unit also appears in the following Ascentis qualifications:
This unit does not appear in any other Ascentis qualification.

UNIT SPECIFICATIONS

Unit Title: Teaching English Language Systems

Unit Reference Number: R/652/2315

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 5

Introduction

This unit develops the ability and practical skills to teach English language systems effectively to both adult and young learners in a variety of contexts. This unit applies language awareness to a variety of contexts, and extends teaching techniques to grammar, vocabulary and pronunciation.

The delivery and assessment of Teaching English Language Systems must be considered in both face-to-face and online contexts and to both adult and young learners.

Trainee teaching practice is essential to complete this unit. Most of the unit will be met through the assessment of teaching practice and feedback from the assessor.

Learning Outcomes	Assessment Criteria
The trainee will:	The trainee can:
1 Plan language-focused lessons	1.1 Set clear language aims
	1.2 Plan structured language lessons to build understanding
	1.3 Select and adapt activities to support accurate language use
2 Demonstrate ability to teach key language systems effectively to ESOL learners	2.1 Explain grammar, vocabulary and pronunciation clearly in ways that support learner understanding
	2.2 Clarify form, meaning, use and pronunciation effectively when teaching new language items
	2.3 Identify common ESOL learner spoken and written language errors during teaching
	2.4 Model accurate pronunciation
	2.5 Use examples and checking questions to confirm understanding
	2.6 Support learners effectively during guided and independent practice
3 Provide constructive feedback and correction	3.1 Give clear, constructive feedback to aid learners' language development
	3.2 Provide specific feedback to learners for key pronunciation issues to aid communication
	3.2 Use suitable correction techniques for different activities
	3.3 Encourage learners' self-correction where appropriate

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

AC 1.1

Clear language aims including: purpose of language aims and how they guide lesson design; writing aims that specify form, meaning, use and pronunciation; linking aims to CEFR-aligned outcomes and learner needs; considering L1 influence, prior knowledge, confidence and barriers to learning; distinguishing between lesson aims, stage aims and activity aims.

AC 1.2

Structured language lessons to build understanding including: using TESOL lesson frameworks: PPP, ESA, guided discovery, TBLT; sequencing lessons from context → clarification → practice → production; managing cognitive load and ensuring smooth transitions between stages; scaffolding learning and gradually releasing responsibility to learners; planning for engagement, interaction and meaningful communication.

AC 1.3

Activities to support accurate language use including: choosing activities that target specific language systems; designing controlled, semi-controlled and freer practice tasks; adapting published materials for ESOL contexts and learner profiles; ensuring cultural relevance and accessibility for diverse learners; supporting accuracy without losing communicative purpose.

AC 2.1

Clarity of language explanation including: giving clear, accessible explanations without unnecessary jargon; breaking down language into manageable parts; using visuals, timelines, substitution tables and phonemic support; providing real-world examples that make meaning clear; helping learners notice patterns rather than memorise rules.

AC 2.2

Accuracy of language clarification including: clarifying form, meaning, use and pronunciation in a structured way; using inductive and deductive approaches appropriately; applying guided discovery techniques to build learner autonomy; anticipating misconceptions and addressing L1-related issues; creating clear board work or digital explanations.

AC 2.3

Common ESOL learner errors including: recognising typical spoken and written errors in grammar, lexis, pronunciation and spelling; understanding error sources: L1 transfer, fossilisation, overgeneralisation, literacy gaps; monitoring during pair, group and whole-class work; distinguishing between slips, errors and developmental mistakes; prioritising errors that affect communication or lesson aims.

AC 2.4

Accurate pronunciation including: modelling segmental and suprasegmental features clearly; using choral drilling, back-chaining, minimal pairs and natural speech patterns; demonstrating connected speech features where appropriate; supporting learners with phonemic transcription and visual cues; ensuring models are intelligible and inclusive.

AC 2.5

Confirm understanding (language and instructions) including: creating examples that clearly illustrate meaning and use; writing and asking effective CCQs and ICQs; avoiding yes/no questions that don't test understanding; using learner responses to diagnose misunderstanding; embedding checking techniques throughout the lesson.

AC 2.6

Guided and independent practice including: monitoring, scaffolding, prompting and guiding towards self-correction; offering sentence frames, models and supportive prompts; intervening sensitively without disrupting fluency; differentiating tasks to meet varied learner needs; using trauma-informed approaches to participation and confidence-building.

AC 3.1

Feedback for language development including: providing feedback that is specific, actionable and linked to aims; balancing positive reinforcement with developmental points; using oral, written and digital feedback methods; applying feedback models that support learner confidence; tailoring feedback to cultural expectations and emotional readiness.

AC 3.2

Feedback on pronunciation including: identifying pronunciation issues that affect intelligibility and communication; giving targeted feedback using modelling, minimal pairs and visual cues; helping learners notice differences between their production and target forms; encouraging self-monitoring and peer feedback; ensuring feedback is supportive and non-threatening.

AC 3.3

Correction techniques for different activities including: e.g. matching correction techniques to activity type (accuracy vs fluency); using recasting, elicitation, clarification requests, metalinguistic clues and delayed correction; managing correction sensitively during speaking tasks; encouraging learners to notice and correct their own errors; balancing correction with communicative flow.

AC 3.4

Learners' self-correction including: teaching strategies for noticing and reflecting on errors; using prompts, gestures and cues to guide self-correction; building learner confidence and independence; supporting metacognitive awareness of language patterns; creating a classroom culture where mistakes are part of learning.

Unit Assessment Guidance

It is expected that trainees will complete this unit mainly from their teaching practice. Teaching practice must give the trainees the opportunity to show their competence for all the learning outcomes and assessment criteria.

All the assessment criteria listed above must be met to successfully achieve the unit.

Trainees need to demonstrate understanding of how to plan and teach lessons covering grammar, vocabulary and pronunciation in a clear, supportive and accurate manner. Assessments should require trainees to demonstrate their understanding of how language works from previous units and use that knowledge to plan and deliver effective ESOL lessons.

Mandatory:

Teaching practice with full lesson plans, rationales and reflections over 2 levels (minimum of 4 assessed teaching practices, totalling a minimum of 4 hours).

Records of feedback from assessor on assessed teaching practice – minimum of 4 occasions. This feedback must indicate how the trainee has met the criteria.

Additional tasks must be set for trainees who are not delivering in all contexts – face to face/online, adults/young learners, to allow them to show knowledge of the other contexts. Trainees delivering in all the contexts must provide evidence from assessed teaching practice that covers all the contexts.

NB: Evidence of teaching practice is also required for other units. The evidence can be cross referenced between units and copies do not have to be made.

Please note that this unit also appears in the following Ascentis qualifications:
This unit does not appear in any other Ascentis qualification.

UNIT SPECIFICATIONS

Unit Title: Teaching English Skills

Unit Reference Number: T/652/2316

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 5

Introduction

This unit develops the ability to effectively plan and teach the four main skills: listening, speaking, reading and writing, with a focus on sub-skills, task design and learner engagement. This unit applies the theoretical and linguistic knowledge from other units to the teaching of skills to both adults and young learners. It considers issues around teaching these skills in a variety of contexts, including online. This unit also introduces simple discourse-analysis tools to help trainees select, analyse and adapt texts and activities for effective skills teaching. This must include the use of digital tools.

The delivery and assessment of Teaching English Skills must be considered in both face-to-face and online contexts and with both adults and young learners.

This unit covers both knowledge and practical skills and therefore teaching practice is a requirement.

Learning Outcomes	Assessment Criteria
The trainee will:	The trainee can:
1 Understand principles of teaching receptive and productive skills	1.1 Analyse differences between receptive and productive language skills
	1.2 Explain key sub-skills for each skill area
	1.3 Evaluate common learner difficulties
	1.4 Justify the use of skills-based teaching frameworks
	1.5 Analyse basic discourse analysis principles to show how texts and interactions support skills development
2 Plan and design effective skills-based English lessons	2.1 Identify appropriate lesson aims
	2.2 Design lesson plans that include pre-, during- and post-skills stages
	2.3 Select and adapt materials for skills development in a variety of contexts
	2.4 Integrate language support within skills lessons
	2.5 Use reflections on simple discourse analysis insights to support the design and sequencing of tasks
3 Teach receptive skills	3.1 Use techniques for developing listening sub-skills
	3.2 Apply strategies for teaching reading for gist, detail and inference
	3.3 Use authentic and semi-authentic materials effectively
	3.4 Assess learner performance in receptive tasks

4 Teach productive skills	4.1 Apply communicative techniques to develop speaking for a variety of contexts
	4.2 Design speaking tasks which focus on both accuracy and fluency
	4.3 Apply process and product approaches to writing
	4.4 Assess learner performance in spoken work and provide constructive feedback
	4.5 Assess learner performance in written work and provide guidance to support development

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

AC 1.1

Differences between receptive and productive language skills including: what makes receptive skills (listening and reading) different from productive skills (speaking and writing), and why learners experience them differently; how top-down skills (using background knowledge, predicting, inferring) work alongside bottom-up skills (decoding sounds, words, grammar) in real-world listening and reading; the different kinds of cognitive effort involved in understanding language versus producing it; how these differences shape lesson planning, scaffolding and the kinds of support ESOL learners need.

AC 1.2

Key sub-skills for each skill area including: breaking listening down into manageable sub-skills such as listening for gist, detail, inference and attitude; understanding reading sub-skills like skimming, scanning, intensive reading and extensive reading; recognising the building blocks of speaking: turn-taking, fluency, accuracy, pronunciation and interactional strategies; understanding writing sub-skills such as planning, organising ideas, drafting and editing; seeing how all four skills operate at word, sentence and text level, and how this helps learners build confidence and control.

AC1.3

Common learner difficulties including: why ESOL learners often struggle with fast speech, unfamiliar accents, reduced forms or dense text; how limited vocabulary, literacy gaps or unfamiliar text structures can make reading challenging; speaking difficulties such as confidence, pronunciation, grammar accuracy and managing interaction patterns; writing challenges including spelling, cohesion, organisation and limited experience with English writing conventions; the role of L1 influence, educational background, trauma and affective factors in shaping learner performance; similarities and differences between different age groups (adult vs young learner).

AC 1.4

Skills-based teaching frameworks including: why the Pre–While–Post model works well for building confidence and comprehension; how skills frameworks link naturally to TESOL approaches such as PPP, ESA, guided discovery and TBLT; the value of integrated skills lessons, where reading or listening leads into speaking or writing; how the ESOL Core Curriculum supports structured progression; the importance of scaffolding and differentiation so learners at different stages can access the same lesson meaningfully.

AC 1.5

Basic discourse analysis principles supporting skills development including: how cohesion (reference, substitution, ellipsis, conjunctions) helps learners follow meaning; how coherence and text organisation shape understanding in both reading and writing; features of spoken interaction such as turn-taking, adjacency pairs, back-channelling and repair; using simple discourse analysis tools to help learners notice how texts ‘work’ and how ideas are connected; applying these insights to design tasks that build confidence and comprehension.

AC 2.1

Appropriate lesson aims including: writing aims that are clear, realistic and focused on skills development; distinguishing between a skills aim and a language aim and knowing when each is needed; linking aims to CEFR descriptors and the ESOL Core Curriculum; ensuring aims reflect learner needs, interests and starting points.

AC 2.2

Lesson plans that include pre-, while- and post-skills stages including: planning purposeful pre-skills activities that activate background knowledge and prepare learners for the text; designing during-skills tasks that guide learners through gist, detail and inference; creating post-skills tasks that encourage personalisation, discussion and further language use; using CCQs and ICQs naturally throughout the lesson; ensuring tasks work at word, sentence and text level to support deeper understanding.

AC 2.3

Materials for skills development in a variety of contexts including: choosing texts that feel real, relevant and appropriate for the learners; adapting authentic and semi-authentic materials so they remain meaningful but accessible; considering learners with literacy needs, SEND or trauma-related barriers; using multimodal materials (audio, video, digital texts) to support different learning styles; selecting materials that support both top-down and bottom-up processing; digital support for skills using tools such as immersive readers.

AC 2.4

Language support within skills lessons including: identifying the language demands of a text or task and planning support accordingly; pre-teaching key vocabulary or structures where needed and if appropriate; using sentence frames, model and guided practice to build confidence; supporting pronunciation, grammar and vocabulary within skills work rather than treating them separately; building in scaffolding and differentiation so all learners can participate fully.

AC 2.5

Reflections on simple discourse analysis insights including: using discourse features to help learners understand how texts are organised; sequencing tasks so learners gradually notice more about how meaning is built; helping learners recognise patterns in spoken and written English; using these insights to design tasks that feel purposeful and achievable.

AC 3.1

Techniques for developing listening sub-skills including: teaching learners how to listen for gist, detail and inference in manageable steps; using prediction, visuals and pre-listening tasks to reduce anxiety; helping learners cope with fast speech, accents and reduced forms; using authentic audio where possible, supported by clear scaffolding; encouraging note-taking and other listening strategies.

AC 3.2

Strategies for teaching reading for gist, detail and inference including: designing tasks that help learners skim confidently and scan efficiently; supporting intensive reading for deeper understanding; helping learners use text structure and discourse markers to navigate meaning; encouraging prediction, questioning and critical reading; supporting learners with limited literacy or unfamiliar genres.

AC 3.3

Authentic and semi-authentic materials including: choosing materials that reflect real-world communication; adapting texts sensitively so they remain meaningful but manageable; using multimodal texts such as websites, leaflets, forms and videos; ensuring tasks feel purposeful and connected to learners' lives; managing cognitive load for learners who may feel overwhelmed.

AC 3.4

Learner performance in receptive tasks including: using task outcomes, observation and learner responses to assess comprehension; identifying evidence of gist, detail and inference comprehension; giving feedback that is supportive, specific and encouraging; using assessment to inform next steps in teaching; encouraging learners to reflect on the strategies they used.

AC 4.1

Communicative techniques to develop speaking including: using pair and group work, role-plays, information gaps and problem-solving tasks; encouraging interactional strategies such as clarifying, checking understanding and turn-taking; supporting fluency through meaningful communication; building pronunciation support naturally into speaking tasks; adapting tasks for everyday, academic and workplace contexts.

AC 4.2

Speaking tasks which focus on both accuracy and fluency including: balancing controlled practice with freer, more communicative tasks; designing tasks that target specific language features naturally; using scaffolding such as prompts, sentence frames and models; encouraging risk-taking and confidence-building; choosing correction techniques that match the purpose of the task.

AC 4.3

Approaches to writing including: process vs product; teaching learners how to plan, draft, revise and edit their writing; balancing creativity with clarity and purpose; using models to highlight genre features and organisation; supporting accuracy in grammar, vocabulary and cohesion; encouraging reflective writing habits and independence.

AC 4.4

Learner performance in spoken work and feedback including: observing fluency, accuracy, pronunciation and interaction; giving feedback that is specific and constructive; using peer- and self-assessment where appropriate; supporting learners to build confidence and resilience; helping learners set realistic next steps.

AC 4.5

Learner performance in written work and feedback including: assessing organisation, clarity, accuracy and task fulfilment; giving feedback on grammar, vocabulary, cohesion, spelling and register; using marking codes, models and guided editing; helping learners revise and improve their writing; encouraging reflective habits and long-term development.

Unit Assessment Guidance

Centres will need to devise some tasks for trainees to complete in order to fully achieve this unit, particularly for learning outcome 1. However, learning outcomes 2, 3 and 4 must be achieved through the trainee's own teaching practice.

All the assessment criteria listed above must be met to successfully achieve the unit. Tasks must be devised that will allow trainees opportunity to meet all the criteria. A variety of tasks can be used for learning outcome 1, with a total word count not exceeding 2000.

This is a knowledge and application unit that can only be achieved with set tasks and trainee teaching practice. Teaching practice must give the trainees the opportunity to show their competence for learning outcomes 2, 3 and 4.

Trainees need to demonstrate understanding of how to plan and teach speaking, listening, reading and writing to ESOL learners effectively. Assessments should require trainees to apply their knowledge of teaching the four skills and design lessons to support and develop learners' skills.

Mandatory:

Teaching practice with full lesson plans, rationales and reflections (minimum of 2 assessed practices, at least one for receptive skills (learning outcome 3) and one for productive skills (learning outcome 4), totalling a minimum of 2 hours).

Records of assessed teaching practice for each of the two lessons, indicating how the trainee has met the assessment criteria.

Additional tasks must be set for trainees who are not delivering in all contexts – face to face/online, adults/young learners, to allow them to show knowledge of the other contexts. Trainees delivering in all the contexts must provide evidence from assessed teaching practice that covers all the contexts.

Examples of suitable tasks for learning outcome 1:

Comparison of skills frameworks.

Written analysis on teaching skills.

Adapted materials with rationale.

Commentary on a skills task with a reflection on how learner performance would be assessed.

Analysis of learner performance with feedback.

Task design with outline of lesson stages and rationale.

Please note that this unit also appears in the following Ascentis qualifications:
This unit does not appear in any other Ascentis qualification.

UNIT SPECIFICATIONS

Unit Title: Understanding of Language Awareness for TESOL

Unit Reference Number: Y/652/2317

Credit Value of Unit: 4

GLH of Unit: 28

Level of Unit: 5

Introduction

The aim of this unit is for trainees to develop a strong understanding of English grammar, lexis and phonology, enabling them to analyse language effectively. This unit provides the linguistic foundation required for units on teaching skills and language systems.

This unit is knowledge only and no teaching practice is required from trainees in order to complete the unit.

Learning Outcomes	Assessment Criteria
The trainee will:	The trainee can:
1 Understand key features of English grammar and lexis	1.1 Analyse grammatical structures at word, phrase, clause and sentence level
	1.2 Analyse common lexical patterns, collocations and word formation
	1.3 Identify typical learner errors and their causes
2 Understand phonological features of English	2.1 Explain segmental and suprasegmental features
	2.2 Analyse pronunciation difficulties for learners from different first-language backgrounds

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

AC 1.1

Grammatical structures at word, phrase, clause and sentence level including: how English grammar works at different levels: word level: morphology, affixes, tense markers, irregular forms; phrase level: noun phrases, verb phrases, prepositional phrases, modifiers; clause level: main, subordinate, relative, conditional, and adverbial clauses; sentence level: simple, compound, complex and compound-complex structures; exploring key grammar areas: tense and aspect, modality, conditionals and clause types; understanding how form, meaning and use interact in real communication; using timelines, substitution tables, guided discovery and examples to break down complex structures.

AC 1.2

Common lexical patterns, collocations and word formation including: understanding collocation, lexical chunks and their importance for natural-sounding English; exploring connotation, register and how word choice changes tone and meaning; analysing word families, affixes, roots and processes of word formation; comparing lexical approaches vs grammar-based approaches to teaching language; recognising multi-word verbs, idiomatic expressions and formulaic language.

AC 1.3

Typical learner errors and causes including: common ESOL learner errors in grammar, vocabulary and pronunciation; causes of errors: L1 transfer, overgeneralisation, fossilisation, limited exposure, literacy gaps and affective factors; distinguishing between slips, developmental errors and systematic misunderstandings; using error-analysis approaches to diagnose patterns and plan support; considering how cultural background,

educational history and trauma may influence error patterns; using metalanguage sensitively to help learners understand their errors without overwhelming them.

AC 2.1

Segmental and suprasegmental features including: segmental features: individual consonant and vowel sounds, minimal pairs, phonemic contrasts; suprasegmental features: word stress, sentence stress, rhythm, intonation, connected speech; introducing the phonemic alphabet and using it to support clarity and learner independence.

AC 2.2

Pronunciation difficulties including: exploring features that often challenge ESOL learners, such as /θ/, /ð/, /w/, /v/, vowel length and the schwa; consonant clusters, stress patterns, unfamiliar phonemes; using visual, physical and auditory techniques to explain pronunciation clearly and accessibly; understanding how differences between English phonology and the learner's L1 influence production; recognising issues such as syllable-timed vs stress-timed rhythm, tone vs intonation and reduced forms; analysing how these difficulties affect intelligibility, confidence and communication; using this knowledge to plan targeted pronunciation support within lessons.

Unit Assessment Guidance

Centres will need to devise tasks for trainees to complete in order to achieve this unit.

All the assessment criteria listed above must be met to successfully achieve the unit. Tasks must be devised that will allow trainees opportunity to meet all the criteria. A variety of tasks can be used. In total, the word count should not exceed 3000.

This is a knowledge-based unit that can be achieved without teaching practice; however, trainees can use information and data from their own practice to complete some or all of the tasks.

Trainees need to demonstrate an analytical understanding of English grammar, lexis, phonology and discourse and be able to apply this understanding to learner data. They also need to be able to identify the types of errors learners make and analyse possible causes. Assessments must require trainees to demonstrate theoretical knowledge and practical analytical skills appropriate to Level 5 and show they understand how language features affect learners.

Examples of suitable tasks:

A language analysis task using learner data.

A written assignment analysing grammar, lexis and phonology (focusing on meaning, form and use).

Learner-error analysis with explanation of causes (writing or speech) and pronunciation issues.

Case studies showing interpretation of learner data.

Use of real data, for example, to identify learner errors.

Application can be to real or hypothetical learner data.

Please note that this unit also appears in the following Ascentis qualifications:
This unit does not appear in any other Ascentis qualification

APPENDIX 1

Summary Record of Achievement

Ascentis Level 5 Certificate in TESOL

Unit Title	Level	Credit Value	Date Completed	Assessor Signature	Internal Verifier Signature (if sampled)
Planning and Delivering TESOL Lessons	5	5			
Principles of Teaching, Learning and Assessment in TESOL	5	4			
Professional Responsibilities and Behaviours in TESOL	5	2			
Selecting, Adapting and Creating TESOL Materials including Digital Tools	5	3			
Teaching English Language Systems	5	3			
Teaching English Skills	5	3			
Understanding of Language Awareness for TESOL	5	4			

Learner Name: _____

Minimum Credit Value of Qualification: 24

I confirm that the minimum number of credits at level 5 have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the mandatory units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 2

Tracking Sheet

Unit Title: Planning and Delivering TESOL Lessons

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Produce coherent lesson plans with clear aims that are appropriate to the learners' age and level				
1.2 Select and adapt materials for different levels and age development stage using a variety of different resources				
1.3 Explain how online lessons may differ from face to face in terms of barriers, needs and delivery				
1.4 Justify planning decisions based on appropriate pedagogical principles, and an understanding of child language acquisition				
2.1 Manage the classroom environment effectively for the context and learners				
2.2 Use a range of techniques for teaching skills and language systems				
2.3 Modify and adapt own use of spoken and written language appropriate to the level of the student				
2.4 Support learner participation and autonomy with a variety of appropriate strategies				
2.5 Use a variety of relevant materials and digital tools appropriate to the context				
3.1 Review the performance of experienced ESOL teachers and the factors influencing their performance				
3.2 Critically reflect on own teaching performance, including the use of digital technology				
3.3 Identify strengths and areas for own development of teaching practice in relation to a variety of contexts				
3.4 Create an action plan for own development of teaching practice skills				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Unit Title: Principles of Teaching, Learning and Assessment in TESOL

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Review major theories of second-language acquisition and general teaching theories				
1.2 Explain how second-language acquisition theories and general teaching theories inform TESOL practice				
2.1 Explain factors that influence learner engagement in a variety of contexts				
2.2 Analyse how different learner-related factors affect learning and behaviour				
2.3 Explain how literacy-related learner needs affect ESOL learning				
2.4 Explain approaches that support inclusive and culturally responsive teaching				
3.1 Identify signs of distress, withdrawal or SEND-related barriers in learners				
3.2 Evaluate the implications of trauma and SEND for ESOL teaching, both for the learner and the teacher				
3.3 Explain approaches that support trauma-informed and SEND-aware teaching				
4.1 Plan lessons that feel safe, predictable and supportive				
4.2 Design learning activities that reflect principles of second-language acquisition in a variety of contexts				
4.3 Justify pedagogical choices using relevant theory				
4.4 Analyse how theory shapes teaching decisions				
5.1 Explain the purposes of assessment in ESOL, including initial, diagnostic, formative and summative approaches				
5.2 Analyse assessment methods suitable for use with diverse ESOL learners				
5.3 Identify factors teachers should consider when using online assessments with ESOL learners				

5.4 Apply principles of fair, valid and reliable assessment when selecting or designing ESOL assessment activities				
5.5 Evaluate how assessment outcomes can be used to inform planning, support learner progress, and shape teaching decisions				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Unit Title: Professional Responsibilities and Behaviours in TESOL

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain ethical and safeguarding responsibilities in a variety of contexts				
1.2 Analyse professional boundaries within the teaching context				
1.3 Evaluate the role of ongoing professional development as a teacher				
2.1 Explain factors that influence teacher well-being in ESOL				
2.2 Analyse how stress and workload can affect decision-making and impact on safeguarding procedures				
2.3 Identify practical strategies that help maintain personal well-being				
2.4 Reflect on own safeguarding awareness and practices				
2.5 Explain when and how to seek support in line with organisational safeguarding processes				
3.1 Evaluate own personal strengths and development needs in the role of an ESOL teacher using a variety of reflective models				
3.2 Produce a professional development plan to cover all aspects of being a professional ESOL teacher				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Unit Title: Selecting, Adapting and Creating TESOL Materials including Digital Tools

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain what makes a material suitable for a specified level, age group or teaching context				
1.2 Analyse the benefits and challenges of different digital tools used in TESOL				
1.3 Evaluate the strengths and limitations of different types of materials including authentic, semi-authentic and course books				
1.4 Explain how learner needs, cultural factors and lesson aims influence the choice of material and digital tools				
2.1 Design and modify materials so that they are accessible and engaging for learners at different levels, ages and for different types of delivery				
2.2 Modify tasks so that they meet the language or skills needs of the learners				
2.3 Adapt tasks and ensure materials are clear so that learners with SEND can access them easily				
2.4 Justify adaptation choices using TESOL principles				
3.1 Identify potential challenges for online or in-person delivery				
3.2 Analyse the suitability of online tools for different lesson stages				
3.3 Demonstrate how to integrate a digital tool into a lesson stage				
3.4 Explain how a chosen tool supports learning effectively				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Unit Title: Teaching English Language Systems

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Set clear language aims				
1.2 Plan structured language lessons to build understanding				
1.3 Select and adapt activities to support accurate language use				
2.1 Explain grammar, vocabulary and pronunciation clearly in ways that support learner understanding				
2.2 Clarify form, meaning, use and pronunciation effectively when teaching new language items				
2.3 Identify common ESOL learner spoken and written language errors during teaching				
2.4 Model accurate pronunciation				
2.5 Use examples and checking questions to confirm understanding				
2.6 Support learners effectively during guided and independent practice				
3.1 Give clear, constructive feedback to aid learners' language development				
3.2 Provide specific feedback to learners for key pronunciation issues to aid communication				
3.2 Use suitable correction techniques for different activities				
3.3 Encourage learners' self-correction where appropriate				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Unit Title: Teaching English Skills

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Analyse differences between receptive and productive language skills				
1.2 Explain key sub-skills for each skill area				
1.3 Evaluate common learner difficulties				
1.4 Justify the use of skills-based teaching frameworks				
1.5 Analyse basic discourse analysis principles to show how texts and interactions support skills development				
2.1 Identify appropriate lesson aims				
2.2 Design lesson plans that include pre-, during- and post-skills stages				
2.3 Select and adapt materials for skills development in a variety of contexts				
2.4 Integrate language support within skills lessons				
2.5 Use reflections on simple discourse analysis insights to support the design and sequencing of tasks				
3.1 Use techniques for developing listening sub-skills				
3.2 Apply strategies for teaching reading for gist, detail and inference				
3.3 Use authentic and semi-authentic materials effectively				
3.4 Assess learner performance in receptive tasks				
4.1 Apply communicative techniques to develop speaking for a variety of contexts				
4.2 Design speaking tasks which focus on both accuracy and fluency				
4.3 Apply process and product approaches to writing				
4.4 Assess learner performance in spoken work and provide constructive feedback				
4.5 Assess learner performance in written work and provide guidance to support development				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Unit Title: Understanding of Language Awareness for TESOL

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Analyse grammatical structures at word, phrase, clause and sentence level				
1.2 Analyse common lexical patterns, collocations and word formation				
1.3 Identify typical learner errors and their causes				
2.1 Explain segmental and suprasegmental features				
2.2 Analyse pronunciation difficulties for learners from different first-language backgrounds				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 3

Ascentis Level 5 Certificate in TESOL

Summary of Performance Requirements

Unit	Centre-devised Tasks	Teaching Practice (TP)	Minimum Number of Assessed TP Sessions	Context: Age range; f2f or online	Maximum Word Count
Planning and Delivering TESOL Lessons	Yes (including for AC 3.1 observations of experienced ESOL tutors for min 6 hours in total)	Yes	* 6 hours on a minimum of 8 occasions over 2 separate levels (max 7 hours on 10 occasions) <i>To be incorporated with the Teaching English Language Systems and Teaching English Skills units</i>	Online; f2f; young learners aged 5–16; adults	N/A
Principles of Teaching, Learning and Assessment in TESOL	Yes	Not necessary but trainees may bring some information and products from own TP to complete some or all of the tasks	N/A	Online; f2f; young learners aged 5–16; adults	3000
Professional Responsibilities and Behaviours in TESOL	Yes	Reflection on TP for learning outcome 3	Expected that learning outcome 3 is informed by most of the assessed TPs	Online; f2f; young learners aged 5–16; adults	1500
Selecting, Adapting and Creating TESOL Materials including Digital Tools	Yes	Trainees may provide evidence from their TP	No minimum number required	Online; f2f; young learners aged 5–16; adults	2250
Teaching English Language Systems	Yes – for trainees who do not cover all contexts in TP (adults/young learners and f2f/online)	Yes	* Minimum of 4 assessed TPs over 2 levels totalling 4 hours	Online; f2f; young learners aged 5–16; adults	N/A

Teaching English Skills	Yes, for learning outcome 1 and also for trainees who do not cover all contexts in TP (adults/young learners and f2f/online)	Yes for learning outcomes 2, 3 and 4	* Minimum of 2 assessed TPs, at least 1 for receptive skills (learning outcome 3) and 1 for productive skills (learning outcome 4) totalling a minimum of 2 hours	Online; f2f; young learners aged 5–16; adults	2000
Understanding of Language Awareness for TESOL	Yes	Not necessary but trainees may bring some information from own TP to complete some or all of the tasks	N/A	N/A	3000

APPENDIX 4

Resources to Support the Delivery of the Qualification

These are a suggestion only and not mandatory. Centres may have their own preferred resources.

Core resources

Scrivener, Jim (2011) Learning Teaching

A practical guide to language teaching, combining classroom techniques with reflection on effective practice, MacMillan Education.

Harmer, Jeremy (2015) The Practice of English Language Teaching

A comprehensive guide to English language teaching methodology, exploring the principles, theory and practices that underpin effective language teaching, Pearson Education Ltd.

[Teaching English: Teacher Development – British Council website](#)

An extensive collection of professional development resources, including articles, courses, webinars and teaching guidance for English language teachers.

[Basic Training and Resources for Teaching English to Speakers of Other Languages](#)

Henrichsen, Lynn (2024)

Free online e-book outlining key principles and techniques of language teaching, aimed at those new to teaching, EdTech Books.

Language Awareness

Parrott, Martin (2010) Grammar for English Language Teachers

A practical guide to understanding, explaining and teaching English grammar, Cambridge University Press.

Murphy, Raymond (2019) English Grammar in Use

A learner text book with clear explanations of key grammatical features and practice exercises, Cambridge University Press.

Swan, Michael (2016) Practical English Usage

A comprehensive reference book on how grammar and vocabulary are used in English, Oxford University Press.

Swan, Michael (2001) Learner English

A reference book looking at how learners' language backgrounds influence their acquisition of English and the difficulties they may have, Cambridge University Press.

Principles of Teaching, Learning and Assessment in TESOL

Lightbown and Spada (2021) How Languages are Learned

A guide to theories of language acquisition and implications for teaching, Oxford University Press.

Richards, Jack (2014) Approaches and Methods in Language Teaching

An overview of how language teaching has evolved over the years, exploring some of the major approaches and methods that have influenced classroom practice, Cambridge University Press.

Schellekens, Philida (2007) The Oxford ESOL Handbook

A practical guide to teaching adult migrants and refugees in the UK ESOL sector, Oxford University Press.

[An A-Z of ELT, Scott Thornbury \(blog\)](#)

William Dylan (2011) Embedded Formative Assessment

An exploration of research, theory and practical ideas for embedding formative assessment into everyday classroom practice, Solution Tree Press.

Trauma Informed Practice

Palanac et al., (2023) Beyond resilience: Facilitating learning and wellbeing in the refugee language classroom

British Council. Available online: https://www.teachingenglish.org.uk/sites/teacheng/files/2023-04/Beyond_resilience_ELTRA.pdf

Trauma-informed ESOL for refugees: self-access training and workshop

Free self-access training from the Sanctuary Seeker's Unit at the University of Leicester.

Additional Learner Needs

Kormos, Judit and Smith, Anne Margaret (2023) Teaching Languages to Students with Specific Learning Differences

A guide to a variety of learning differences and neurodiversity, with practical ideas for inclusive teaching, Multilingual Matters.

Speigel, Marina and Sutherland, Helen (2010) Teaching Basic Literacy to ESOL Learners

A practical guide to teaching English literacy skills to learners with little or no prior experience of reading, writing or the Latin script, Learning Unlimited.

Teaching English Skills

Reading/Writing/Speaking/Listening Extra – Cambridge Copy Collection

Photocopiable lesson resources for each skill, with lesson planning notes for the teacher, Cambridge University Press.

Receptive vs Productive Skills: A Practical Guide for ESL Teachers

An introduction to the topic with guide to planning a reading lesson.

Conti, Gianfranco and Smith, Steve (2019) Breaking the Sound Barrier

Written for MFL teachers, this guide to teaching listening skills combines an overview of research with practical classroom activities, Independently Published.

Teaching English Language Systems

The 'In Use' series

A series of self-study books for English language learners with explanations and exercises on vocabulary, grammar and pronunciation, Cambridge University Press.

An introduction to the lexical approach, Alex Walls (YouTube video)

Lexical approach 1: What does the lexical approach look like? British Council article

Selecting, Adapting and Creating TESOL Materials including the use of Digital Tools

A selection of ELT textbooks and materials

- [Cutting Edge series](#), Pearson Longman
- [Headway series](#), OUP
- [English File series](#), OUP
- [ESOL Skills for Life materials](#) (free ETF account required for access)
- [Linguahouse](#)
- [Skills Workshop \(ESOL\)](#)

Russell Stannard TTV videos

Simple and clear step-by-step videos for teachers wanting to use technology in their teaching and learning.

Planning and Delivering TESOL Lessons

[Lesson Plans](#), British Council article

[TEFL Lesson Plan Guide: Step-by-Step Frameworks for New Teachers](#), The TEFL Institute article

Professional Responsibilities and Behaviours in TESOL

[Understanding my professional identity](#)

A collection of resources and articles, British Council.

[The ETF Professional Standards for FE and Skills Teachers and Trainers](#)

For teachers in the UK FE sector.

Farrell, Thomas [Reflective Practice for Language Teachers](#)

Online PDF guide, British Council.

[Education for Sustainable Development](#), UNESCO

APPENDIX 5

Ascentis Level 5 Certificate in TESOL

This form **MUST** be completed and included with the submission for every unit. The signature confirms that the work submitted is the work of the trainee. Submissions are sampled as part of the quality assurance processes and, if it is subsequently found that a trainee has plagiarised, appropriate sanctions in line with both centre and Ascentis policies will be applied.

Authenticity Cover Sheet
Name of Trainee:
Dates of Course:
Unit Title:

1. I confirm that all the work submitted for this unit is my own.
2. I confirm that I understand that the use of AI is limited to research only and does not form any part of the work I have submitted for written assessments.
3. I confirm that I have acknowledged all quotes and references to research and wider reading where relevant.

Trainee's signature:	Date:
Assessor's name and signature:	Date:
IQA's name and signature:	Date:

APPENDIX 6

Ascentis Level 5 Certificate in TESOL

Glossary

Acronym/Term	Explanation
ADHD	Attention Deficit Hyperactivity Disorder
AfL	Assessment for Learning
AI	Artificial Intelligence
AO	Awarding Organisation
CCQ	Concept Checking Question
CEFR	Common European Framework of Reference for Languages (C1 = Advanced; C2 = Mastery)
CPD	Continuing Professional Development
DSL	Designated Safeguarding Lead
EAL	English as an Additional Language
EAP	English for Academic Purposes
EFL	English as a Foreign Language
EQA	External Quality Assurance/Assurer
ESA	Engage, Study, Activate
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
ESP	English for Specific Purposes
GLH	Guided Learning Hours
ICQ	Instruction Checking Question
IELTS	International English Language Testing System
IQA	Internal Quality Assurance/Assurer
Learner	Used in this document to indicate the trainee teachers' learners
LMS	Learner Management System
L1	A student's first language
MFL	Modern Foreign Language
Micro-teaching	An activity where trainee teachers prepare and deliver a short teaching session to their peers that they use to evaluate and develop their performance
PPP	Presentation, Practice, Production
RoC	Rules of Combination for units in a qualification
SEND	Special Educational Needs and Disability system in England
SLA	Second Language Acquisition
TBLT	Task-based Language Teaching
TESOL	Teaching English for Speakers of Other Languages
TQT	Total Qualification Time
Trainee teacher/trainee	Refers in this document to the candidate taking this qualification – the trainee teacher
UDL	Universal Design for Learning