



ST GILES
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Greenwich
Community
College

UKBET
UK Bangladesh Education Trust



Teaching and Learning English (TaLE) project

In-service Certificate in English Language Teaching

Teacher training



ICELT task sheets for trainers and trainees

A Learning Unlimited publication



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'Working together to manage migration'

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Introduction

The **Teaching and Learning English (TaLE)** was a 22-month European Integration Fund (EIF) project led by Learning Unlimited working in partnership with UKBET, St Giles Educational Trust and Greenwich Community College running from September 2012 to June 2014.

The TaLE project aimed to provide an innovative and holistic approach to ESOL teaching and learning and teacher training in Bangladesh to support the integration of women who are planning to join husbands and families and settle in the UK. It is building on and developing the work of a previous EIF-funded project, *Welcome to the UK*, also led by Learning Unlimited, which ran pre-departure *Preparing for life in the UK* workshops in Bangladesh for women in and around the Sylhet district.

This pack, developed by St Giles International, is intended for use by teacher trainers and candidates on a Cambridge ICELT Module 1 (Language for Teachers) course. The pack has been designed to supplement the delivery of an ICELT course and contains material relating to the six assessed tasks that candidates need to submit for this stand-alone module.

The pack does not contain course input sessions, as these would need to be developed by any centres running the ICELT course. It should be noted that courses should comply with all Cambridge English Language Assessment regulations and requirements. For guidance on this, please refer to the Cambridge website: www.cambridgeenglish.org

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For more information about Learning Unlimited, please see www.learningunlimited.co

An overview of ICELT Module 1: Language for Teachers

(The following extracts are adapted from the Cambridge ICELT Syllabus 2005)

ICELT Module 1 is the first of two modules and is appropriate for institutional development and training needs for in-service English Language teachers.

ENTRY REQUIREMENTS

Applicants should:

- be at least 18 years of age on entry to the course
- be practising teachers who will have had a total of at least 100 hours of relevant experience at the beginning of the course
- have a competence in written and spoken English which is sufficient for them to participate effectively in the course and to meet the assessment requirements (B2 minimum)

AIMS OF THE MODULE

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

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

CONTENT AND OBJECTIVES FOR THE MODULE

Courses for this module will include the following content and objectives:

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

PROGRAMME REQUIREMENTS

Programmes are designed by ICELT centres using the syllabus and course objectives.

- Candidates complete six language tasks which focus on developing the teacher's professional language skills
- Candidates maintain course portfolios for submission to Cambridge

ASSESSMENT

- Internal assessment: Teachers complete six tasks which are internally assessed by the course tutors
- External Moderation: Portfolios are submitted to Cambridge ESOL for moderation

An overview of the six tasks

Candidates are required to submit six tasks over the duration of the course:

- Task 1: Reading and presentation**
- Task 2: Evaluation of the learner's spoken language**
- Task 3: Focus on the learner's written language**
- Task 4: Focus on the teacher's language**
- Task 5: Production of a worksheet**
- Task 6: Assessment of teacher language in the classroom**

- Tasks may be completed in any order. Course input is designed to help teachers prepare to do the tasks.
- Tasks are graded as Distinction, Merit, Pass or Fail. If a task is not to standard on the first submission it can be resubmitted again – once for each task.
- Teachers need to at least pass all six tasks to be awarded the Module 1 certificate. The grades achieved for each task will also affect the overall grade for the Module (Distinction, Merit, Pass or Fail)
- Each task requires background reading, relevant references/quotes and a bibliography.
- Each written task is approximately 750-1000 words in length.

SUMMARY OF TASK REQUIREMENTS

Task 1: Reading and presentation

Each teacher reads an article from a journal (perhaps 2-3 pages in length) and turns the article into a 10-minute presentation on the topic to their colleagues. At the end of the presentation, each teacher poses two questions relating to the article and conducts a short discussion.

Task 2: Evaluation of the learner's spoken language

Each teacher observes a real lesson and notes as many samples of spoken language used by the learners as possible – accurate and inaccurate. When writing the task, the teacher selects 10 samples for analysis and explains what each sample says about each learner's English and suggests what areas the class could work on in general.

Task 3: Focus on the learner's written language

Each teacher collects a piece of written work from two learners with different levels of English. Each piece is then analysed and corrected in two ways – a full correction (every error that can be spotted), and a corrected version as if it is for the learner. The teacher explains the rationale for the way the learner version was corrected.

Task 4: Focus on the teacher's language

Each teacher records a lesson they give and analyses the language they used during the lesson. The lesson can be an audio recording or an audio-visual recording. The recording needs to be submitted with this task. When writing the task, each teacher selects six samples of their own language for analysis.

Task 5: Production of a worksheet

Each teacher designs/creates a worksheet for a specific group of learners. They write about the task aim, learners' needs, the language used in the rubric, the design, any support in the task, etc. They try the task out with the group it was designed for and evaluate its success.

Task 6: Assessment of teacher language in the classroom

Each teacher teaches a 40-minute lesson which involves teacher-fronted activity – e.g. eliciting language, setting a task, drilling, clarifying meaning, conducting feedback. The lesson is observed by a tutor and classroom language is the focus of assessment (not methodology, for example).

ICELT Module 1: Language for Teachers

Task 1: Reading and presentation

Task outline

You are required to:

- select, read, and make a summary in note form of a reading source that is relevant to an audience of peers on the course
- give a brief (ten-minute) oral presentation of a selected reading source to your peer group, and include two discussion questions that are relevant to the text or topic being presented.

The presentation will be assessed by the course tutors.

Guidelines

1. Select a reading source that you feel is interesting and useful to other course members. The reading text can be taken from a practical teaching magazine, an extract from a book or an academic journal (e.g. *ELT Journal*), or an Internet source. The source text or extract should not be longer than 1000 – 1500 words and must have professional relevance.
2. Produce a summary in note form of the main ideas or argumentation of a professional or academic text. You may use diagrams or tables to summarise the main ideas in the article or extract you have chosen. You may include one or two short quotations from the reading source in your presentation. Make sure you can explain or exemplify any technical terms or concepts in the article/extract.
3. Prepare two questions on your selected text which will be useful to stimulate discussion of key aspects of the text with your peer group.
4. Give an oral presentation of your selected source to your peer group using your notes from stage 2 above. Try to introduce and contextualise the topic presented. The aim of the presentation is to facilitate your audience's understanding of the main points/issues and to use accurate oral language, as well as pronunciation and prosodic features (stress, juncture and intonation) to good effect.
5. After your oral presentation of the reading source, use your discussion questions (stage 3) to initiate a brief discussion of the points selected.

Tutors will use the **General Mark Scheme for the Assessment of Spoken Language for Component One Language for Teachers**.

The following task **specific criteria** focus on particular considerations relevant to *this* task. These specific requirements are noted, where relevant, under the same headings used in the General Mark Scheme.

Specific Assessment Criteria

Pass level assignments will show that the candidate can:

Language Accuracy and Language Awareness

- understand and identify main ideas and implications of the source text
- use clear, generally accurate English for oral presentation and discussion questions

Range and Flexibility

- employ sufficient lexical range and flexibility to convey the content of the source text without distortion
- use appropriate professional-to-professional discourse

Pronunciation

- ensure that pronunciation and use of stress and intonation maintain a reasonable level of intelligibility and are helpful in emphasising key points

Audience Awareness

- select and present relevant information to facilitate understanding
- adapt and adjust information effectively to meet the needs and responses of the audience
- use appropriate and relevant questions to initiate peer group discussion

Syllabus Focus

1.1, 1.2, 1.3, 1.4, 3.4, 6.2, 7.1, 7.2



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Name: _____

Candidate number: _____

ICELT Module 1: Language for Teachers

Task 1: Reading and presentation

Presentation date: _____

I am submitting:

- a copy of the article I read
- my notes summarizing the key points in the article
- the slides for my presentation
- the two questions for discussion

I confirm that I have included everything, that the work submitted (other than the article itself) is all my own work and that I have sourced and referenced any published materials used.

Signed: _____

Name: _____

Candidate Number: _____



ICELT LANGUAGE FOR TEACHERS MARKSHEET: TASK NO. 1 Reading and presentation

Tutors should mark this task using the General Mark Scheme for the assessment of spoken language on page 36 of the Syllabus and Assessment Guidelines and the Task Specific Assessment Criteria on page 17 and the notes to centres on page 18.

Task-specific criteria:

Language Accuracy and Language Awareness

Tick box if met

- 1a understand and identify main ideas and implications of the source text
- 1b use clear, generally accurate English for oral presentation and discussion questions

Range and Flexibility

- 1c employ sufficient lexical range and flexibility to convey the content of the source text without distortion
- 1d use appropriate professional-to-professional discourse

Pronunciation

- 1e ensure that pronunciation and use of stress and intonation maintain a reasonable level of intelligibility are helpful in emphasising key points

Audience Awareness

- 1f select and present relevant information to facilitate understanding
- 1g adapt and adjust information effectively to meet the needs and responses of the audience
- 1h use appropriate and relevant questions to initiate peer group discussion.

- Word limit respected
- Appendices correctly attached and labelled

General Mark Scheme

Language Accuracy and Language Awareness

Comment	Not to standard	<input type="checkbox"/>
	Pass	<input type="checkbox"/>
	Merit	<input type="checkbox"/>
	Distinction	<input type="checkbox"/>

Range and Flexibility

Comment	Not to standard	<input type="checkbox"/>
	Pass	<input type="checkbox"/>
	Merit	<input type="checkbox"/>
	Distinction	<input type="checkbox"/>

Organisation and Content

Comment	Not to standard	<input type="checkbox"/>
	Pass	<input type="checkbox"/>
	Merit	<input type="checkbox"/>
	Distinction	<input type="checkbox"/>

Audience Awareness

Comment	Not to standard	<input type="checkbox"/>
	Pass	<input type="checkbox"/>
	Merit	<input type="checkbox"/>
	Distinction	<input type="checkbox"/>

General comments:

Resubmission:

	Requested? <input type="checkbox"/>	Submitted? <input type="checkbox"/>
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Overall recommended grade for Task 2. Circle as appropriate.

Distinction **Merit** **Pass** **Not to standard**

First Marker: _____ Date: _____

Second Marker: _____ Date: _____

ICELT Module 1: Language for Teachers

Task 2: Evaluation of the learner's spoken language

Length 750 – 1000 words

Task outline

You are required to observe a lesson taught by a colleague and give your judgement on the English language ability of the class as a whole. You should present evidence of your judgement in the form of samples of the spoken language used by a range of learners. A minimum of ten samples should be presented, including accurate and inaccurate, appropriate and inappropriate language. The samples should show various aspects of language, (e.g. grammar, pronunciation, vocabulary, function, discourse, style, etc.). Finally you should say briefly what aspects of language development the class needs to focus on.

Guidelines

1. Observe a lesson.
2. Give a brief description of the learners (e.g. age, level of English, etc.) and of the lesson (e.g. topic, objectives, etc.).
3. Select a minimum of ten examples of spoken English used by the learners and the contexts in which they were used (e.g. the topic the learner was talking about, a teacher-question to which the learner was responding, etc.).
4. Comment briefly on what each sample shows about the learner's progress in spoken English (e.g. what the learner has already learned, is in the process of learning, has not yet learned, etc.).
5. Comment briefly on the aspects of language development which the class as a whole needs to focus on.

Notes

- a. Candidates should include both accurate and inaccurate, appropriate and inappropriate examples of language use; i.e. they should avoid focusing exclusively on errors.
- b. Candidates should show some variety in the aspects of language they choose to focus on.
- c. While candidates are making notes during the lesson, they should note samples of learner language use which they think are interesting. They then select the best examples when reading their notes afterwards. They may, alternatively, choose to record a whole lesson and select samples when listening to the recording.
- d. Candidates should, where possible, observe a *live* lesson.
- e. Centres should indicate, by means of a statement signed by a tutor, that to the best of their knowledge the candidate's work is based on an authentic lesson.

All written assignments and tasks are marked using the **General Mark Scheme for the Assessment of Written Language for Component One *Language for Teachers***.

The following task **specific criteria** focus on particular considerations relevant to *this* task. These specific requirements are noted, where relevant, under the same headings used in the General Mark Scheme.

Specific Assessment Criteria

Pass level assignments will show that the candidate can:

Language Accuracy and Language Awareness

- employ generally accurate language in the description of the learners, the lesson, and the commentary on language samples
- demonstrate appropriate understanding and use of terminology to describe a range of learner language

Range and Flexibility

- employ appropriate professional-to-professional discourse

Organisation and Content

- provide examples of the spoken language of learners and the contexts in which they occurred
- draw reasonable conclusions from examples about the learners' progress in English

Audience Awareness

- inform a professional reader

Syllabus Focus

1.1, 1.2, 2.3, 5.2, 7.3



Name: _____

Candidate number: _____

Task 2: Focus on the learner's spoken language

NB. These notes in blue italics should be deleted before submission!

Before the task: Observe a class by another teacher – it should be a colleague on the course.

It's important that the students will be using a fair amount of spoken English, otherwise this task will be difficult to do!

Teacher observed:	Date:	Place:
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Brief description of the learners

The number of students in the class, the age range, males/females, strong/weak students, anything else you feel is relevant. (Write in sentences, not note form)

The lesson

The lesson topic, the type of lesson, the aim of the lesson.

Example 1	<i>Quote from the learner</i>
Context	<i>Briefly, explain the stage of the lesson and what the teacher was doing (Write in sentences, not note form)</i>
Corrected form (if appropriate)	<i>Write what the learner should have said or, If the quote is correct, say it is correct.</i>
Language system/focus	<i>Say whether it was a grammatical, lexical, phonological or discourse error. Then identify the error. E.g. Grammatical error: 3rd person 's' missing with the Present Simple</i>
Comment	<i>Analyse what the utterance shows about the learner's spoken English. This can mean identifying things the learner is able to do and is not able to do. It's possible that your sample will contain more than one error, so be prepared to deal with more than one if you need to. Refer to Learner English (Swan & Smith) Cambridge 2008 to explain or support your comments. (Write in sentences, not note form)</i>

Example 2	<i>Quote from the learner....etc</i>
Context	
Corrected form (if appropriate)	
Language system/focus	
Comment	

Example 3	<i>Quote from the learner....etc</i>
Context	
Corrected form (if appropriate)	
Language system/focus	
Comment	

Example 4	<i>Quote from the learner....etc</i>
Context	
Corrected form (if appropriate)	
Language system/focus	
Comment	

Example 5	<i>Quote from the learner....etc</i>
Context	
Corrected form (if appropriate)	
Language system/focus	
Comment	

Example 6	<i>Quote from the learner....etc</i>
Context	
Corrected form (if appropriate)	
Language system/focus	
Comment	

Example 7	<i>Quote from the learner....etc</i>
Context	
Corrected form (if appropriate)	
Language system/focus	
Comment	

Example 8	<i>Quote from the learner....etc</i>
Context	
Corrected form (if appropriate)	
Language system/focus	
Comment	

Example 9	<i>Quote from the learner....etc</i>
Context	
Corrected form (if appropriate)	
Language system/focus	
Comment	

Example 10	<i>Quote from the learner....etc</i>
Context	
Corrected form (if appropriate)	
Language system/focus	
Comment	

Aspects of language development the class needs to focus on

Summarise your findings and decide on areas you feel the class could review and areas the class could go on to study.

Bibliography:

Williams M. ICELT Made Easy CUP 2014

Fawbert N. A-Z of ICELT OUP 2012

I confirm that that the assignment is all my own work, that I have referenced any published material, and that this task was based on an authentic live lesson.

Signed _____



Name: _____

Candidate number: _____

ICELT Module 1: Language for Teachers

Task 2: Focus on the learner's spoken language

First submission date: _____

I am submitting:

- the written task containing a minimum of ten samples of language
- references to published materials used to support comments on the examples (e.g. Learner English by Michael Swan & Bernard Smith CUP)

Word count: _____

I confirm that I have included everything, that the work submitted is all my own work and that I have sourced and referenced any published materials used.

Signed: _____

Name: _____



Candidate number: _____

ICELT Language for Teachers Marksheet: TASK NO. 2 Evaluation of the learner's spoken language

Tutors should mark this task using the General Mark Scheme for the assessment of written language on page 35 of the Syllabus and Assessment Guidelines and the Task Specific Assessment Criteria on page 19 and the notes to centres on page 20.

Task-specific criteria

Language Accuracy and Language Awareness

Tick box if met

2a employ generally accurate language in the description of the learners, the lesson, and the commentary on language samples

2b demonstrate appropriate understanding and use of terminology to describe a range of learner language

Range and Flexibility

2c employ appropriate professional-to-professional discourse

Organisation and Content

2d provide examples of the spoken language of the learners and the contexts in which they occurred

2e draw reasonable conclusions from examples about the learners' progress in English

Audience Awareness

2f inform a professional reader.

Word limit respected

Appendices correctly attached and labelled

General Mark Scheme

Language Accuracy and Language Awareness

Comment	Not to standard	<input type="checkbox"/>
	Pass	<input type="checkbox"/>
	Merit	<input type="checkbox"/>
	Distinction	<input type="checkbox"/>

Range and Flexibility

Comment	Not to standard	<input type="checkbox"/>
	Pass	<input type="checkbox"/>
	Merit	<input type="checkbox"/>
	Distinction	<input type="checkbox"/>

Organisation and Content

Comment	Not to standard	<input type="checkbox"/>
	Pass	<input type="checkbox"/>
	Merit	<input type="checkbox"/>
	Distinction	<input type="checkbox"/>

Audience Awareness

Comment	Not to standard	<input type="checkbox"/>
	Pass	<input type="checkbox"/>
	Merit	<input type="checkbox"/>
	Distinction	<input type="checkbox"/>

General comments:

Resubmission:	Requested? <input type="checkbox"/>	Submitted? <input type="checkbox"/>
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Overall recommended grade for Task 2. Circle as appropriate.

Distinction	Merit	Pass	Not to standard
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First Marker: _____ Date: _____

Second Marker: _____ Date: _____

ICELT Module 1: Language for Teachers

Task 3: Focus on the learner's written language

Length 750-1000 words

Task outline

You are required to identify and correct the errors in a sample of written work from two different learners at two different levels and provide appropriate feedback for the learner.

Guidelines

Make two copies of each piece of work.

1. On one copy identify and correct all the errors (the corrected version).
2. Correct and annotate the other for the learner; include a brief summarising comment for the learner (the annotated version).
3. Write a brief rationale for the choices made in the annotated version explaining why some errors have been corrected and some not.

Notes

- a. One of the samples must be written by a learner of at least intermediate level and of around two hundred words in length. If necessary, candidates teaching only lower level classes may ask a colleague with a higher level class to provide a text. Individual candidates should not be given the same piece of work as a sample.
- b. Candidates should make at least two copies of both samples before starting work on the assignment.
- c. The rationale should give justification for such errors as: the style of feedback (e.g. error code, full correction, etc.); any types of errors consistently left uncorrected; the style and content of the summarising comments to the learner.

All written assignments and tasks are marked using the **General Mark Scheme for the Assessment of Written Language for Component One *Language for Teachers***.

The following task **specific criteria** focus on particular considerations relevant to *this* task. These specific requirements are noted, where relevant, under the same headings used in the General Mark Scheme.

Specific Assessment Criteria

Pass level assignments will show that the candidate can:

Language Accuracy and Language Awareness

- use accurate language in summarising comments to learners
- demonstrate understanding and use of terminology to describe learner language

Range and Appropriacy

- employ appropriate professional-to-professional discourse in describing the rationale for correction
- use appropriate language in summarising comments to learners

Organisation and Content

- identify and correct all local errors in the corrected version
- make appropriate choices of errors to correct in the annotated version
- make appropriate use of language reference materials such as dictionaries and grammars

Audience Awareness

- provide appropriate and helpful feedback and summarising comments to the learner
- inform a professional reader of the rationale for correction

Syllabus Focus

1.1, 1.2, 1.4, 2.3, 4.3, 5.1, 5.2, 7.1



Name: _____

Candidate number: _____

Task 3: Focus on the learner's written language

Before writing this task, collect two samples of writing from your classes. They should be of different levels and should be around 200 words in length. It's good idea to get the learners to write on alternate lines to give you space for your corrections.

Writing sample 1:

Learner's name: _____ **Level:** _____

Writing task: *i.e. What you asked the learner to write about*

Fully corrected version

Attach a copy of the original of sample 1 as Appendix 1 so that we can see the piece you started with. Keep the original safely in case we ask you to re-do anything for this task.

Then make two more copies of sample 1 for your use. Use one of these copies for this section and do the following:

- *Number and underline every error that you notice. This is to show us that you don't miss mistakes. Use a coloured pen to make it easy to see your writing.*
- *Using your numbers, write out the corrected version under Sample 1. This doesn't have to be in handwriting.*
- *Attach this as Appendix 2.*

Corrected version for the learner

Use the second copy you made of sample 1 and do the following:

In this section show how good you are at choosing which points to highlight to the student. Do this by hand using a coloured pen/pens.

This time, don't correct everything. Be sensitive to your learner. If you think s/he can self-correct, use a correction code (gr, T, p, w/o etc). If you think an actual correction is necessary, then correct it. You have to decide what will be the most helpful and appropriate way of correcting the written work.

At the bottom, in your handwriting, write a brief note to the student. Respond to the piece of writing, mention strengths and weaknesses of their writing in general, and perhaps give some advice.

Attach this as Appendix 3.

Sample 1: Rationale for correction (400 – 500 words)

Here you explain which mistakes you chose to focus on (in the corrected version for the learner) and which to ignore.

Explain why you made the choices you made and what you expect the effect on the learner to be.

Writing sample 2:

Learner's name: _____ **Level:** _____

Writing task: *i.e. What you asked the learner to write about*

Fully corrected version

Follow exactly the same procedure for sample 2 as you did for sample 1.

Attach a copy of the original of sample 2 as Appendix 4 so that we can see the piece you started with. Keep the original safely in case we ask you to re-do anything for this task.

Then make two more copies of sample 2 for your use. Use one of these copies for this section and do the following:

Number and underline every error that you notice. This is to show us that you don't miss mistakes. Use a coloured pen to make it easy to see your writing.

Using your numbers, write out the corrected version under Sample 1. This doesn't have to be in handwriting.

Attach this as Appendix 5.

Corrected version for the learner

Use the second copy you made of sample 2 and do the following:

In this section show how good you are at choosing which points to highlight to the student. Do this by hand using a coloured pen.

This time, don't correct everything. Be sensitive to your learner. If you think s/he can self-correct, use a correction code (gr, T, p, w/o etc). If you think an actual correction is necessary, then correct it. You have to decide what will be the most helpful and appropriate way of correcting the written work.

At the bottom, in your handwriting, write a brief note to the student. Respond to the piece of writing, mention strengths and weaknesses of their writing in general, and perhaps give some advice.

Attach this as Appendix 6.

Sample 2: Rationale for correction (400 – 500 words)

Here you explain which mistakes you chose to focus on (in the corrected version for the learner) and which to ignore.

Explain why you made the choices you made and what you expect the effect on the learner to be.



Name: _____

Candidate number: _____

ICELT Module 1: Language for Teachers

Task 3: Focus on the Learner's Written Language

First submission date: _____

I am submitting:

- The completed task
- Appendices 1-6

Word count: _____

(Note: Corrections of written work is not part of the word count)

I confirm that I have included everything, that the work submitted is all my own work and that I have sourced and referenced any published materials used.

Signed: _____

ICELT Module 1: Language for Teachers

Task 4: Focus on the Teacher's Language

Length 750-1000 words

Task outline

You are required to audio or video record yourself teaching a lesson (or part of a lesson) and select from the recording a minimum of six samples of your classroom talk. You should then comment on both positive and negative aspects of the language you have used in terms of its accuracy and appropriacy for teaching. The samples should show various aspects of language, (e.g. grammar, pronunciation, vocabulary, function, discourse, style, etc.).

Guidelines

1. Briefly describe the learners (e.g. age, level of English, etc.) and the lesson (e.g. topic, objectives, etc.).
2. Select a minimum of six *different/varied* samples of language that you used and describe the contexts in which the language was used (e.g. the topic you were talking about, a student's comment to which you were responding, etc.).
3. Comment briefly on each sample showing whether the language is accurate and/or appropriate for teaching the chosen lesson (or part of the lesson) and, in the case of inaccurate or inappropriate language, show insight into how you might have expressed yourself differently.

Notes

- a. Candidates should include both accurate and inaccurate, appropriate and inappropriate examples of language. Candidates will **not** be penalised for examples of inaccurate or inappropriate language. The aim of the task is not to assess teacher language use itself, but to assess the ability of teachers to comment on their classroom language. A sample may range from a single item (a word or phrase or a mispronounced sound) to a longer stretch of discourse.
- b. Candidates should audio or video record themselves teaching a lesson. If it is impossible for the candidate to obtain recording equipment of any sort, candidates may invite a colleague into their class to record in writing, samples of their language.
- c. Centres should indicate, by means of a statement signed by a tutor, that to the best of their knowledge the candidate's work is based on an authentic lesson.

All written assignments and tasks are marked using the **General Mark Scheme for the Assessment of Written Language for Component One *Language for Teachers***.

The following task **specific criteria** focus on particular considerations relevant to *this* task. These specific requirements are noted, where relevant, under the same headings used in the General Mark Scheme.

Specific Assessment Criteria

Pass level assignments will show that the candidate can:

Language Accuracy and Language Awareness

- demonstrate appropriate understanding and use of terminology to describe teacher language

Range and Appropriacy

- use appropriate professional-to-professional discourse

Organisation and Content

- select examples to exemplify range of language

Audience Awareness

- inform a professional reader

Syllabus Focus

1.1, 1.2, 4.3, 6.1, 7.3



Name: _____

Candidate number: _____

Task 4: Focus on the teacher's language

Before the assignment, record or video yourself teaching a lesson. Afterwards, listen (and watch) and choose a minimum of six samples of your teacher language. Try to find a range of samples – for example: grammar, word choice, grading to the level of the class, pronunciation/intonation, an (in)appropriate response to a student comment/question...

You're required to find one or two good examples too – i.e. don't only look for errors.

Class Description (100 -150 words)

Briefly describe the class – age, level, gender, personalities, strengths, weakness, reason for attending classes, etc.

Briefly describe the lesson – the type, topic, aim, activities, etc

Analysis of Teacher' Language (150 – 850 words)

1. Sample of language	<i>Quote the sample of language</i>
Context of sample	<i>Briefly explain the stage of the lesson and what you were doing at the time. Perhaps you were giving an instruction, or responding to a student's question.</i>
Comment on the sample	<p><i>Consider the following:</i></p> <p><i>Was the utterance effective in achieving what you wanted to achieve? Was it (or parts of it) appropriate to the level of the learners? Explain why/why not. Was your language accurate (grammar, phonology, lexis, discourse)? If not, what was wrong with it? (be specific – e.g. grammatical error, omission of direct object after transitive verb 'tell'). How might you have expressed yourself differently? What does it tell you that you need to work on?</i></p> <p><i>N.B. you can also include one or two references to your background reading here to support the point(s) you make.</i></p>

2. Sample of language	<i>As above</i>
Context of sample	
Comment on the sample	

3. Sample of language	<i>As above</i>
Context of sample	
Comment on the sample	

4. Sample of language	<i>As above</i>
Context of sample	
Comment on the sample	

5. Sample of language	<i>As above</i>
Context of sample	
Comment on the sample	

6. Sample of language	<i>As above</i>
Context of sample	
Comment on the sample	

7. Sample of language	<i>As above</i>
Context of sample	
Comment on the sample	



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UK Bangladesh Education Trust



Name: _____

Candidate number: _____

ICELT Module 1: Language for Teachers

Task 4: Focus on the teacher's language

First submission date: _____

I am submitting:

- The completed task
- The CD/video recording of the lesson

Word count: _____

I confirm that I have included everything, that the work submitted is all my own work and that I have sourced and referenced any published materials used.

Signed: _____

ICELT Module 1: Language for Teachers

Task 5: Production of a worksheet

(Length 750-1000 words)

Task outline

You are required to write a worksheet that is suitable for classroom, homework or self access use, try it out and evaluate it. The worksheet should be designed for either a class or a learner with whom you are familiar. The worksheet should provide up to 20 – 25 minutes (approximately) of learning time spent on the activities or tasks. You may adapt your worksheet from a coursebook or from an authentic spoken or written text source or you can create a series of activities based on a curriculum area or syllabus topic (e.g. a theme, or a functional, grammatical or lexical area).

Guidelines

1. Provide a brief context describing who the worksheet is for (e.g., a learner/class at beginner level, a learner/class following a subject taught through the medium of English), the user's (users') age, level and needs, and the language and learning aims of the worksheet
2. Indicate the source of the original material from which the worksheet has been prepared. The worksheet may include the following depending on the context and aims of the material:
 - a. an introduction to the topic or tasks in order to contextualise or arouse interest
 - b. clear instructions for each activity or task
 - c. advice or information about language (e.g. grammar points, difficult vocabulary items) that may be appropriate
 - d. advice on reading, listening, writing strategies, as appropriate
 - e. an accurate answer key or commentary, as appropriate.
3. Ask your class/learner to complete the worksheet.
4. Invite feedback on the worksheet, if possible from the user(s), or from a colleague on the course.
5. Write a brief summary (250 words) of (i) aspects of the worksheet that were successful and (ii) aspects which could be presented differently or improved.

Notes

- This assignment gives candidates the opportunity to write accurate and appropriate English for a class/learner.
- As part of their worksheet, as well as comprehension questions, they can include other helpful learning activities. These could be language awareness tasks, advice or information about a language point, a practice activity for vocabulary, a grammar or functional area, instructions and guidance for a writing task, an answer key, and so on.
- The worksheet should be intelligible and clear to a user who is not able to ask for further clarification or reformulation.
- An important stage of this task is to elicit feedback from a user (users) of the worksheet, which should be incorporated in the summary. The focus of the questions should be on the clarity and appropriacy of the language used in the worksheet: Which aspects were clear/not clear? Did you always understand what to do? What difficulties did you have? How could the worksheet be improved?

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

All written assignments and tasks are marked using the **General Mark Scheme for the Assessment of Written Language for Component One *Language for Teachers***.

The following task **specific criteria** focus on particular considerations relevant to *this* task. These specific requirements are noted, where relevant, under the same headings used in the General Mark Scheme.

Specific Assessment Criteria

Pass level assignments will show that the candidate can:

Language Accuracy and Language Awareness

- use accurate written English for activity instructions, answer keys, and learning advice
- employ generally accurate language in the description of the worksheet context and the evaluation

Range and Appropriacy

- write appropriately for the intended level of learner(s) and the purpose of the worksheet
- employ appropriate professional-to-professional discourse for description of context and evaluation of the worksheet

Organisation and Content

- provide a coherent description of context and evaluation sections
- organise worksheet material effectively and appropriately
- make appropriate use of language reference materials such as dictionaries and grammars

Audience Awareness

- write sufficiently clearly for a user (users) who may be working independently
- inform a professional reader of context, design considerations and evaluation of the worksheet.

Syllabus Focus

1.4, 3.2, 3.3, 6.1, 7.1, 7.4



Name: _____

Candidate number: _____

Task 5: Production of a Worksheet

Description of who the worksheet is for (300-400 words)

- Describe the learner/class, their level and age.
- Describe their learning needs
- Describe the language and learning aims of the worksheet.
- Say the source of the original material from which the worksheet may have been prepared (if appropriate).

Evaluation of the worksheet (500-600 words)

After you have asked your class/learner to complete the worksheet:

- Invite some feedback if possible from them
- Write a brief summary (250-300 words) of aspects of the worksheet that were successful
- Write a brief summary (250-300 words) of aspects which could be presented differently or improved



Name: _____

Candidate number: _____

ICELT Module 1: Language for Teachers

Task 5: Production of a Worksheet

First submission date: _____

I am submitting:

- The completed task
- The worksheet (Appendix 1) (Not included in the word count)
- An answer key/commentary for the worksheet (Appendix 2) (Not included in the word count)
- Some copies of the worksheet completed by my learners (Appendix 3)
- A referenced copy of the original source from which the worksheet was prepared (if appropriate) (Appendix 4)

Word count: _____

I confirm that I have included everything, that the work submitted is all my own work and that I have sourced and referenced any published materials used.

Signed: _____

ICELT Module 1: Language for Teachers

Task 6: Assessment of teacher language in the classroom

Task outline

You will be observed teaching a lesson during which you should carry out one or more normally teacher-fronted tasks (such as setting up an activity, clarifying a language point for initial presentation or revision, getting whole-class feedback on a class or homework task). You will be assessed only on your language use.

The class used can be a real class or a class specifically constituted for teaching practice.

Notes

- The idea behind this assignment is to give an opportunity for candidates to attend to the quality of their everyday classroom language.
- Ideally, candidates should be observed and assessed with their own class, in their normal teaching environment. However, any 'live' teaching of real learners of English will be considered appropriate.
- Although language and methodology are often inextricably linked, tutors should endeavour to focus on the quality of the candidate's language and not be distracted by the quality of the methodology of the lesson or the classroom practice of the candidate.

Oral tasks are marked using the **General Mark Scheme for the Assessment of Spoken Language for Component One Language for Teachers**.

The following task **specific criteria** focus on particular considerations relevant to *this* task. These specific requirements are noted, where relevant, under the same headings used in the General Mark Scheme.

Specific Assessment Criteria

Pass level assignments will show that the candidate can:

Accuracy

- use clear, generally accurate English for teaching purposes (may include classroom management, response to learners, dealing with language content)
- use language for classroom purposes that provides a good model for learners

Range and Flexibility

- employ language that is appropriate to the learners' level
- reinforce, simplify or clarify meaning when necessary

Pronunciation

- display generally clear and accurate pronunciation
- use stress and intonation to reinforce meaning
- provide a clear, consistent model for learners

Audience Awareness

- select and grade language in response to learners' language needs and potential difficulties
- show awareness and responsiveness to learners' misunderstanding or lack of understanding

Syllabus Focus

1.1, 1.2, 7.3, 7.4



Name: _____

Candidate number: _____

ICELT Module 1: Language for Teachers

Task 6: Assessment of teacher language in the classroom

First submission date: _____

I am submitting:

- The tutor's feedback sheet
- My lesson plan using the plan format provided
- Sourced copies of any materials used in my lesson

I confirm that I have included everything, that the work submitted is all my own work and that I have sourced and referenced any published materials used.

Signed: _____

Acknowledgements

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For more information about the TaLE project, or to contact us, please visit www.learningunlimited.co

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Actions co-financed by the European Fund for the Integration of
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