Cambridge English

ICELT

In-Service Certificate in English Language Teaching

Syllabus and Assessment Guidelines 2015

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Contents

A guide to the In-service Certificate in English Language Teaching (ICELT)

Introduction

WHAT IS ICELT?

The *In-service Certificate in English Language Teaching (ICELT)* is a highly practical course-based qualification which provides in-service teacher training and development for practising English language teachers. Teachers must attend an approved course during which they produce a number of written assignments and are observed and assessed teaching in their usual context. The coursework and teaching are internally assessed and externally moderated. There is no written examination.

The following information relates to centres offering the full ICELT programme. Modular options are described below.

TARGET CANDIDATURE

ICELT is for practising teachers. ICELT candidates are likely to have very different levels of previous teaching experience. Some may have substantial previous English language teaching experience but little practical training; others may have been trained as primary/secondary teachers and now need to extend their skills to include language teaching.

Teachers need to have had 500 hours' relevant experience by the end of the course. Many ICELT candidates will have had considerably more experience than this. All candidates need to be teaching while taking the course. Course programmes are designed to help teachers develop in the context within which they are currently working – whether that context is teaching young learners or English for academic purposes or a range of ELT classes in different institutions.

The minimum language level entry requirement is Council of Europe Level B2.

ENTRY REQUIREMENTS

Applicants should:

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

ADVICE ON SCREENING PROCEDURES

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

ICELT AIMS

ICELT programmes are designed to enable candidates to:

- extend their knowledge and awareness of those aspects of language which are relevant to their professional practice
- extend their understanding of the context in which their learners are learning English, and of the principles underlying language learning and teaching
- extend their familiarity with resources and materials for English language teaching and develop their ability to use, evaluate and, where appropriate, adapt or create classroom materials
- consolidate and refine their planning and their practical classroom skills
- identify learner needs, monitor and evaluate learner progress and develop awareness of different means of assessment
- identify needs and opportunities to further their development as professionals
- extend their knowledge and understanding of language required for their professional role, and improve their ability to use English both generally and for classroom purposes.

SYLLABUS CONTENT

The syllabus includes coverage of seven units:

Language Knowledge and Awareness

The Background to Teaching and Learning English

Resources and Materials

Planning and Management of Teaching and Learning

Evaluation, Monitoring and Assessment

Professional Development

Language for Teachers

ASSESSMENT

There are three components of Assessment:

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

INTERNAL ASSESSMENT

Coursework is assessed by ICELT course tutors.

EXTERNAL MODERATION

The course is moderated by an external moderator who samples candidates' teaching and written assignments. Samples of coursework are submitted to Cambridge English at the end of the course for further moderation.

GRADES OF AWARD

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

PROGRAMME REQUIREMENTS

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

ICELT course programmes may focus on teaching adult learners, learners in primary schools or learners in secondary schools. A programme will normally focus on one specific teaching context.

The following requirements are an integral part of the programme:

- A specified number of contact hours
  - Face-to-face option
    A minimum of 120 contact hours between the candidate(s) and the course tutor(s) including input, tutorial support and feedback.
  - Face-to-face with distance learning support programme
    A minimum of 50 contact hours with an additional distance learning programme which has been approved by Cambridge English (total 120 hours).
- Four language tasks which focus on developing the teacher's language skills in the classroom context detailed on pages 19–26. (Tasks 5 and 6, pages 27–30, are additional tasks for candidates who have entered for the language component as a stand-alone option (see page 5).
- Four lessons supervised and assessed by a course tutor. Candidates can be assessed teaching two (but not more than two) age ranges or levels, but can also be assessed at one age group/level only, if this is the context of their current teaching.

- Four classroom-related assignments detailed on pages 32–36.
- Between 150 and 300 hours' reading, research, lesson and assignment preparation.
- Directed observation of eight lessons, two of which may be of videoed lessons. These observations may be of peers and/or other experienced teachers. Observations should be relevant to the candidate's working context.

Candidates are expected to demonstrate, in their assessed teaching practice and related written assignments, a competence in the use of written and spoken English which is sufficient to enable them to meet the assessment requirements of this course.

Modular options

ICELT has been divided into two modules:

Language for Teachers Module (Component One)

Teaching and Methodology (Components Two and Three)

Module One: Language for Teachers Module

Teachers may choose to take the Language for Teachers Module as a stand-alone course. On successful completion they will be awarded an ICELT Language for Teachers Module Certificate.

Teachers may then, if they wish, progress to the Teaching and Methodology module and on successful completion will receive an ICELT certificate for all three components.

TARGET CANDIDATURE FOR MODULE ONE: LANGUAGE FOR TEACHERS

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

- institutional development and training needs for in-service English language teachers and can serve as:
  – preparation for further training or participation in project development
  – a benchmark for internal promotion systems.

It is also suitable for:

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

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

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.

AIMS OF LANGUAGE FOR TEACHERS MODULE

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

- develop insight into and awareness of language form and function in classroom and learner discourse

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

CONTENT AND OBJECTIVES FOR LANGUAGE FOR TEACHERS MODULE

The syllabus content and objectives for this component are detailed on page 14 of this document. In addition, courses for candidates taking this component only will also include the following content and objectives from units 1–6 (which are detailed on pages 8–13):

1.1 Concepts and terminology used in English language teaching for describing form and meaning in language and language use

1.2 Language used by teachers and learners

1.3 Language selected for teaching programmes

1.4 Reference materials for language awareness

2.3 Learner development and motivation

3.2 Evaluating and selecting resources and materials

3.3 Using, supplementing, adapting and creating materials

3.4 Effective use of teaching aids, technical support and self-access materials

4.3 Teacher and learner language

5.1 Identifying learner needs

5.2 Monitoring learners' progress and giving feedback

6.1 Evaluating teaching and learning

6.2 Working with people

PROGRAMME REQUIREMENTS

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

The following requirements are an integral part of the programme:

- A specified number of contact hours
  - Face-to-face option
    Between 40–60 contact hours between the candidate(s) and the course tutor(s) including input, tutorial support, feedback. Programmes offering less than 60 contact hours would be appropriate where the candidates have previous experience/training which can be recognised.
  - Face-to-face with distance learning support programme
    A minimum of 20 contact hours with an additional distance learning programme which has been approved by Cambridge English (total hours between 40–60). Programmes offering fewer than 60 hours would be appropriate where the candidates have previous training which can be recognised.
- Six language tasks which focus on developing the teacher's professional language skills (see pages 18–30).

ASSESSMENT

Internal assessment

Teachers complete six tasks which are internally assessed by the course tutors (see pages 19–30).

External moderation

Portfolios are submitted to Cambridge English for moderation.

Module Two: Teaching and Methodology Module

PROGRAMME REQUIREMENTS

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

ICELT Module Two course programmes may focus on teaching adult learners, learners in primary schools or learners in secondary schools. A programme will normally focus on one specific teaching context.

The following requirements are an integral part of the programme:

- A specified number of contact hours
    - Face-to-face option
      A minimum of between 90–110 contact hours between the candidate(s) and the course tutor(s) including input, tutorial support and feedback. Programmes offering fewer than 110 contact hours would be appropriate where the candidates have previous experience/training which can be recognised.
    - Face-to-face with distance learning support programme
      A minimum of 40 contact hours with an additional distance learning programme which has been approved by Cambridge English (total hours between 90–110). Programmes offering fewer than 110 hours would be appropriate where the candidates have previous training which can be recognised.
- Four lessons supervised and assessed by a course tutor. Candidates can be assessed teaching two (but not more than two) age ranges or levels, but can also be assessed teaching one age group/level only, if this is the context of their current teaching.
- Four classroom-related assignments detailed on pages 29–33.
- Between 100 and 200 hours' reading, research, lesson and assignment preparation.
- Directed observation of eight lessons, two of which may be of videoed lessons. These observations may be of peers and/or other experienced teachers. Observations should be relevant to the candidate's working context.

Candidates are expected to demonstrate, in their assessed teaching practice and written assignments, a competence in the use of written and spoken English which is sufficient to enable them to meet the assessment requirements of this course.

For target candidature and aims and content of the course, see information above.

Syllabus overview

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

2	THE BACKGROUND TO TEACHING AND LEARNING ENGLISH
2.1	The context of English language teaching
2.2	Learning theory
2.3	Learner development and motivation
2.4	Implementing teaching programmes to meet the needs of learners in a given context

3	RESOURCES AND MATERIALS
3.1	Familiarity with a range of resources and materials
3.2	Evaluating and selecting resources and materials
3.3	Using, supplementing, adapting and creating materials
3.4	Effective use of teaching aids, technical support and self-access materials

4	PLANNING AND MANAGEMENT OF TEACHING AND LEARNING
4.1	Planning for teaching
4.2	Classroom management
4.3	Teacher and learner language
4.4	Classroom procedures and techniques

5	EVALUATION, MONITORING AND ASSESSMENT
5.1	Identifying learner needs
5.2	Monitoring learners' progress and giving feedback
5.3	Preparing learners for tests and examinations

6	PROFESSIONAL DEVELOPMENT
6.1	Evaluating teaching and learning
6.2	Working with people
6.3	Continuing professional development

7	LANGUAGE FOR TEACHERS
7.1	Professional competence in speaking and writing English
7.2	Professional competence in reading and listening to English
7.3	Using spoken English in the classroom
7.4	Using written English in the classroom

Syllabus unit descriptions

Unit 1 – Language knowledge and awareness

	CONTENT	LEARNING OUTCOMES *Successful candidates:*
1.1	Concepts and terminology used in English language teaching for describing form and meaning in language and language use	a. understand appropriate concepts and terminology to describe form and meaning in language and language use and apply this understanding to planning and teaching language skills and specific language items, and to developing fluency and accuracy b. understand and use appropriate concepts and terminology to describe basic differences between English and other languages used by learners
1.2	Language used by teachers and learners	a. understand how language is used for communication in social contexts b. understand the ways in which spoken and written language used by learners relates to their age and general stage of cognitive and emotional development c. are aware of the ways in which teachers adapt their own language to the level of the class and use teacher–pupil interaction to facilitate the learner's language development d. are aware of the roles of the learner's first/other language(s) in the development of English language competence
1.3	Language selected for teaching programmes	understand the basis on which areas or items of language may be included in syllabuses, schemes of work or lesson plans
1.4	Reference materials for language awareness	can make use of reference books and online materials to develop their awareness and understanding of language and the problems faced by specific groups of learners

Unit 2 – The background to teaching and learning English

	CONTENT	LEARNING OUTCOMES *Successful candidates:*
2.1	The context of English language teaching	a. can demonstrate a positive attitude to the learner's educational and cultural background including, where relevant, the role of English as a medium of instruction b. can demonstrate a commitment to equality of opportunity c. can compare and contrast current approaches to the methodology of language teaching with learners' experience in other areas of formal learning, and can demonstrate in their own teaching their awareness of any differences which may emerge d. are aware of the ways in which English language teaching relates to learners' general educational development and, where relevant, to the curriculum as a whole
2.2	Learning theory	a. can relate current approaches to the methodology of English language teaching to underlying theories of learning and acquisition and to learning theory in general b. understand how learners learn first and second/additional languages and apply this understanding to planning and teaching
2.3	Learner development and motivation	a. are aware of learner needs with reference to developmental, cognitive, social and affective needs, including, where appropriate, learners with special needs and disabilities b. can, where relevant, take account of literacy development in first and second/additional languages c. understand the different motivations and expectations which learners bring to learning English d. are aware of the different learning styles and preferences which learners bring to learning English
2.4	Implementing teaching programmes to meet the needs of learners in a given context	a. understand the principles of planning programmes and schemes of work for teaching language skills and specific language items and for developing fluency and accuracy to meet the needs of specific groups of learners b. can make use of procedures and strategies to integrate independent learning into their teaching programme

Unit 3 – Resources and materials

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

Unit 4 – Planning and management of teaching and learning

	CONTENT	LEARNING OUTCOMES *Successful candidates:*
4.1	Planning for teaching	a. understand the different organisational principles which teachers use to plan individual lessons or a series of lessons b. can select appropriately using these principles and plan lessons or schemes of work according to the needs and contexts of specific groups of learners and the demands of syllabuses c. can plan lessons appropriately with specific regard to: establishing aims and objectives; ways of focusing on and practising specific language items and skills; anticipating difficulties; staging and timing; ensuring variety and pace; selecting appropriate materials and resources; adopting appropriate teacher and learner roles
4.2	Classroom management	a. can establish rapport and foster a constructive and an emotionally and physically safe learning environment b. can manage classroom events and maintain discipline c. can adapt plans in response to the learners and to classroom contingencies d. can respond to the needs of individual learners and provide, where appropriate, for their emotional and welfare needs e. can, where possible, arrange space, furniture and equipment to suit the needs of learners and types of lessons f. can set up and manage whole-class work, pairwork and groupwork, as appropriate g. can work successfully with learners of different levels, abilities (and with young learners, ages) in the same or separate classrooms, using appropriate activities in order to achieve stated learning objectives
4.3	Teacher and learner language	a. can adjust their own language to suit the needs of the class and interact with the class in a way which facilitates the learners' language development b. can teach meaningful language which is relevant to learners c. can use appropriate language while managing classes d. can choose appropriate moments and strategies to correct learners' written and spoken language e. can make appropriate use of the learners' first/other languages
4.4	Classroom procedures and techniques	a. are familiar with a range of appropriate procedures and techniques for teaching language skills and specific language items, setting up topic work, developing fluency and accuracy b. can make appropriate use of a range of materials and resources in relation to specified aims c. can demonstrate their ability to select and use tasks/activities appropriate to learners' needs d. where relevant, are familiar with the use of drama, art, craft, music, storytelling, physical activities and investigations outside the classroom e. can, where relevant, use techniques for literacy development and for teaching learning skills across the curriculum f. can make use of appropriate strategies to foster increasingly independent learning

Unit 5 – Evaluation, monitoring and assessment

	CONTENT	LEARNING OUTCOMES *Successful candidates:*
5.1	Identifying learner needs	a. are aware of different strategies for identifying learner needs b. can select and implement appropriate strategies to develop language skills, to develop fluency and accuracy and to foster acquisition of language items

5.2	Monitoring learners' progress and giving feedback	a. are aware of a range of methods for monitoring learners' progress and attainment including:
		  – informal monitoring by the teacher
		  – learner self-assessment
		  – formal tests and examinations
		b. can monitor the progress of the learners they are teaching
		c. are aware of the types and purposes of classroom English language tests appropriate for their learners
		d. can apply basic criteria for the evaluation of classroom tests
		e. can use the feedback from evaluation to set learning priorities

5.3	Preparing learners for tests and examinations	are aware of specific tests and examinations and relevant teaching strategies

Unit 6 – Professional development

	CONTENT	LEARNING OUTCOMES *Successful candidates:*
6.1	Evaluating teaching and learning	a. can evaluate their own planning and teaching with reference to the achievement of objectives, the development of language skills, the teaching of specific language items, the development of fluency and accuracy, the design of learning tasks, classroom management, and teacher and learner language b. can evaluate their teaching, take account of feedback from tutors, colleagues and learners and use these insights to develop their own practice c. can undertake directed observation of other teachers and learners at work, and draw appropriate conclusions for their own practice
6.2	Working with people	a. are aware of the different roles they may play in their professional lives as teacher, colleague, group-leader and employee, and of the personal and professional qualities these roles may require b. can listen to, learn from, share responsibility with, co-operate with and exchange views and ideas with others, including managers, tutors, colleagues and their own learners c. understand their responsibility with regard to the welfare, health, safety and supervision of learners and know when to assume responsibility themselves and when to refer responsibility, ensuring that it has been assumed by someone else
6.3	Continuing professional development	can undertake a realistic analysis of their own strengths and development needs and plan for their further professional development in the light of this

Unit 7 – Language for teachers

	CONTENT	LEARNING OUTCOMES *Successful candidates:*
7.1	Professional competence in speaking and writing English	a. can speak and write in language which provides a natural model for learners and which does not cause an audience to question the teacher's professional language competence b. can speak with pronunciation which is internationally intelligible c. can write with a level of accuracy in spelling and punctuation which reflects the standard required for an English language teacher at this level d. can write well-organised texts using appropriate discourse markers e. can use a range of language to express themselves appropriately in a variety of styles in both social and professional contexts
7.2	Professional competence in reading and listening to English	a. can use and comprehend a range of professional written material (schoolbooks, books/articles for teachers, etc.) b. can use and comprehend a range of professional listening material (talks on professional topics, etc.)
7.3	Using spoken English in the classroom	can use language effectively in the classroom to: – create a positive learning atmosphere – give instructions – maintain control and discipline – elicit and prompt learner responses – acknowledge and praise – ask questions using a range of question types – evaluate and correct learners' spoken language – present and model new language – describe and explain tell stories – tell stories – read aloud with meaning and effect – encourage learners to participate in group and whole-class discussions – promote the development of language skills
7.4	Using written English in the classroom	can: – adapt and/or create texts, tasks and tests for classroom use – write clear instructions for classroom tasks – write on the board, produce accurate handouts, posters, etc. – evaluate, correct and comment on learners' written work – write reports on learners' progress

Overview of assessment

1   COMPONENTS, PORTFOLIOS, ASSESSMENT AND AWARDS

1.1   The assessment components

1.1.1   Component One: Language for Teachers

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

The centre decides the order and timing of each task.

1.1.2   Component Two: Teaching

In this component, candidates are required to plan, teach and evaluate four lessons which are assessed by a tutor. All four lessons must be with classes of a size which is considered normal in local conditions. Candidates can be assessed teaching two (but not more than two) age ranges or levels or they can be assessed teaching one age group/level only, if this is the context of their current teaching. Each lesson should have a different language/skills focus as a main/subsidiary aim. By the end of the four lessons, successful candidates should have demonstrated achievement of all the teaching assessment criteria. Tutors will assess the candidate at the end of each of the four lessons, awarding each lesson a grade; an overall grade will be given at the end of the series of four lessons. Specifications for the assessment of teaching can be found on page 31.

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

1.1.3   Component Three: Methodology

Candidates are required to write four classroom-related assignments. These are described on pages 32–36.

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

1.2   Coursework portfolios

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

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

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

1.3   Mode of assessment

Assessment is undertaken by the course tutors.

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

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

The assessment is continuous and integrated.

continuous here means that:

*   assessment takes place throughout the course

integrated here means that

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

1.4   Grades of award

1.4.1   ICELT Pass requirements

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

COMPONENT ONE: LANGUAGE FOR TEACHERS

Candidates must gain a Pass in all four tasks.

COMPONENT TWO: TEACHING

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

COMPONENT THREE: METHODOLOGY

Candidates must gain a Pass in all four assignments.

1.4.2   ICELT Merit requirements

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

COMPONENT ONE: LANGUAGE FOR TEACHERS

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

COMPONENT TWO: TEACHING

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

COMPONENT THREE: METHODOLOGY

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

1.4.3   ICELT Distinction requirements

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

COMPONENT ONE: LANGUAGE FOR TEACHERS

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

COMPONENT TWO: TEACHING

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

COMPONENT THREE: METHODOLOGY

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

1.4.4   The Award Process

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

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

2   ASSESSMENT: LANGUAGE FOR TEACHERS – MODULAR OPTION

Candidates entered for Module One as a stand-alone module are required to complete six language tasks. Candidates must complete a portfolio containing all completed tasks and tutor feedback.

2.1   Mode of assessment

Assessment is undertaken by the tutors. Portfolios are submitted to Cambridge English for chief moderation.

2.2   Grades of award

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

Component One: Language for teachers – Task specifications

The six Language for Teachers tasks are outlined on pages 19–30. Guidelines for each task are addressed to the candidate. Notes for tutors are provided after each task description.

Specific assessment criteria are included for each task. Reference should also be made to the relevant General Mark Schemes on pages 37–38.

Although the task-specific criteria must be met, the tasks are graded on the candidate's ability to use language effectively as described on pages 37–38. The criteria on pages 37–38 should be referred to when considering a Merit or Distinction grade for any of the Language for Teachers tasks or for an overall Merit or Distinction.

Task 1: Reading and presentation

FORMAT	SYLLABUS FOCUS	ASSESSMENT CRITERIA
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 (10-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 tutor. **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 1,000–1,500 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.	1.1. Concepts and terminology used in English language teaching for describing form and meaning in language and language use 1.2. Language used by learners and teachers 1.3. Language selected for teaching programmes 1.4. Reference materials for language awareness 3.4. Effective use of teaching aids, technical support and self-access materials 6.2. Working with people 7.1. Professional competence in speaking and writing English 7.2. Professional competence in reading and listening to English	Tutors should mark all oral assignments using the General Mark Scheme for the assessment of spoken language for Component One on page 38. The following task-specific criteria focus on particular considerations relevant to *this* task. These specific requirements are noted, where relevant, under the same general headings ('Accuracy', 'Range and Flexibility', 'Pronunciation', 'Audience Awareness') in order to guide task-specific assessment. **Pass** level tasks will show that the candidate can: **Accuracy** 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 and 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.

NOTES TO CENTRES

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

a. Feedback from centres and course tutors indicates that it is quite common practice to use techniques such as jigsaw reading, or group presentations of reading sources in order to gain more coverage of course input, to promote a learner-centred approach, and to foster genuine assimilation and discussion of ideas. In this way, this assessment task should not be too disruptive of the normal learning and teaching processes incorporated on many teacher training courses.

b. Course tutors might like to introduce the idea of providing an oral summary of a reading source early on in the programme in order to familiarise candidates with speaking to the rest of the training group, and lessen anxiety when it comes to presenting for the assignment. Asking groups, then pairs, then individuals to take responsibility for presenting a short reading source could also be a supportive way of leading up to this task as well as providing relevant formative assessment.

c. While it is important that each candidate selects his or her own source as a basis for the oral presentation, the tutor may wish to group topics and presenters so that the themes and issues raised have some kind of linkage or coherence.

d. Where possible, presentations might be topically linked to and follow on from tutor-led input.

e. Depending on the size of the training group, tutors may wish to stagger the presentations over a number of meetings rather than try to assess all candidates at one sitting.

f. Although this is an integrated task with preparatory stages, the focus of the assessment is on the candidate's spoken language competence only. Thus, while good reading skills and effective note-taking are important stages in preparing for the presentation, these skills are **not** assessed in this task. It is not necessary for course tutors to provide, for example, a course in note-taking skills to support this assignment. The assignment requirement to take notes from the reading source is to dissuade candidates from reading the source text aloud verbatim, as well as to prompt them to consider ways of reorganising written information for an oral presentation. The candidate's notes and a copy of the reading source, should however, be submitted in the candidate's file.

g. Similarly, the assignment does not assess techniques for making presentations. While effective use, for example, of an overhead transparency or other aids should not be discouraged, and indeed may help the presenter to structure their ideas and feel more confident, these competencies are not assessed in this assignment.

h. To preserve the validity of the assessment task, the discussion questions should be followed by a brief group discussion so that the candidate can get feedback on their questions, and other candidates can benefit in an active way from the presentation. Tutors may choose to allow the discussion to continue as appropriate.

i. Course tutors should ensure that candidates are not allowed to overrun the maximum allowable time of 10 minutes.

Task 2: Focus on the learner's spoken language

FORMAT	SYLLABUS FOCUS	ASSESSMENT CRITERIA
Length: 750–1,000 words **Task outline** You are required to observe a lesson taught by a colleague and to give your judgement on the English language ability of the class as a whole. You should present evidence for your judgement in the form of samples of the spoken language used by a range of learners. A minimum of 10 samples should be presented, including accurate and inaccurate, appropriate and inappropriate language. The samples should show various aspects of language, (e.g. grammar, pronunciation, vocabulary, function, discourse, style). Finally you should say briefly what aspects of language development the class needs to focus on. **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). 3. Select a minimum of 10 examples of spoken language used by the learners and the contexts in which they were used (e.g. the topic the learner was talking about, a teacher question to which the learner was responding). 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). 5. Comment briefly on the aspects of language development which the class as a whole needs to focus on.	1.1. Concepts and terminology used in English language teaching for describing form and meaning in language and language use 1.2. Language used by teachers and learners 2.3. Learner development and motivation 5.2. Monitoring learners' progress and giving feedback 7.3. Using spoken English in the classroom	Tutors should mark all written assignments using the General Mark Scheme for the assessment of written language for Component One on page 37. The following task-specific criteria focus on particular considerations relevant to *this* task. These specific requirements are noted, where relevant, under the same general headings ('Language Accuracy and Language Awareness', 'Range and Flexibility', 'Organisation and Content', 'Audience Awareness') in order to guide task-specific assessment. **Pass** level tasks will show that the candidate can: **Language Accuracy and Language Awareness** 2a. employ generally accurate language in the description of the learners and the lesson, and in 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 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.

NOTES TO CENTRES

a. Emphasise that candidates should include accurate as well as inaccurate, and appropriate as well as 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, i.e. they should aim to illustrate more than just one or two categories of language (e.g. grammar, pronunciation, vocabulary, function, discourse, style).

c. While candidates are making notes during the lesson, they should note samples of learner language use which they think are interesting. They then select the best examples when reading their notes afterwards. Remind them also to note the minimal context of each sample (e.g. the topic the learner was talking about, a teacher question to which the learner was responding). Alternatively, they may choose to record a whole lesson and select samples when listening to the recording.

d. Candidates should, where possible, observe a live lesson. If this is not possible, they may in exceptional circumstances use a video-recording of a lesson given by another teacher. In such cases, centres should ensure that individual candidates use different video recorded lessons.

e. Centres should indicate, by means of a statement signed by a tutor, that to the best of their knowledge the candidate's work is based on an authentic lesson.

Task 3: Focus on the learner's written language

FORMAT	SYLLABUS FOCUS	ASSESSMENT CRITERIA
Length: 750–1,000 words	1.1. Concepts and terminology used in English language teaching for describing form and meaning in language and language use	Tutors should mark all written assignments using the General Mark Scheme for the assessment of written language for Component One on page 37.
Task outline		The following task-specific criteria focus on certain particular considerations relevant to *this* task. These specific requirements are noted, where relevant, under the same general headings ('Language Accuracy and Language Awareness', 'Range and Flexibility', 'Organisation and Content', 'Audience Awareness') in order to guide task-specific assessment.
You are required to identify and correct the errors in a sample of written work from two learners who are at different levels and provide appropriate feedback for the learners.	1.2. Language used by teachers and learners	
	1.4. Reference materials for language awareness	
Guidelines	2.3. Learner development and motivation	
Make two copies of each piece of work.	4.3. Teacher and learner language	
1. On one copy identify and correct all the errors (the corrected version).	5.1. Identifying learner needs	**Pass** level tasks will show that the candidate can:
2. Correct and annotate the other for the learner; include a brief summarising comment written to the learner (the annotated version).	5.2. Monitoring learners' progress and giving feedback	**Language Accuracy and Language Awareness**
		3a. use accurate language in summarising comments to learners
3. Write a brief rationale for the choices made in the annotated version explaining why some errors have been corrected and some not.	7.1. Professional competence in writing English	3b. demonstrate understanding and use of terminology to describe learner language
		Range and Appropriacy
		3c. employ appropriate professional discourse in describing the rationale for correction
		3d. use appropriate language in summarising comments to learners
		Organisation and Content
		3e. identify and correct all errors in the corrected version
		3f. make appropriate choices of errors to correct in the annotated version
		3g. make appropriate use of language reference materials such as dictionaries and grammars
		Audience Awareness
		3h. provide appropriate and helpful feedback and summarising comments to the learner
		3i. inform a professional reader of the rationale for correction.

NOTES TO CENTRES

a. One of the samples must be written by a learner of at least intermediate level and be of around 200 words in length. If necessary, centres should help candidates to obtain texts at the level required, e.g. where a candidate teaches only lower level classes him/herself, by asking colleagues with higher level classes to provide texts. The requirement to use a sample of at least 200 words written by a learner of at least intermediate level has been made for standardisation purposes. Individual candidates should not be given the same piece of work as a sample.

b. Before starting work on the assignment, the candidate should label the work indicating learner level and age if appropriate. They should then make two copies of both samples.

c. Centres could use samples written by learners of a range of levels and ages in input sessions so as to expose candidates to the different demands of giving feedback on a variety of learners' written work.

d. The rationale should give justification for such areas as: the style of feedback (e.g. error code, full correction); any types of errors consistently left uncorrected; the style and content of the summarising comment to the learner.

Task 4: Focus on the teacher's language

FORMAT	SYLLABUS FOCUS	ASSESSMENT CRITERIA
Length: 750–1,000 words	1.1. Concepts and terminology used in English language teaching for describing form and meaning in language and language use.	Tutors should mark all written assignments using the General Mark Scheme for the assessment of written language for Component One on page 37.
Task outline		The following task-specific criteria focus on particular considerations relevant to *this* task. These specific requirements are noted, where relevant, under the same general headings ('Language Accuracy and Language Awareness', 'Range and Flexibility', 'Organisation and Content', 'Audience Awareness') in order to guide task-specific assessment.
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).	1.2. Language used by teachers and learners. 4.3. Teacher and learner language. 6.1. Evaluating teaching and learning. 7.3. Using spoken English in the classroom.	
Guidelines		**Pass** level tasks will show that the candidate can:
1. Briefly describe the learners (e.g. age, level of English) and the lesson (e.g. topic, objectives).		**Language Accuracy and Language Awareness**
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).		4a. demonstrate appropriate understanding and use of terminology to describe teacher language
		Range and Appropriacy
		4b. use appropriate professional-to-professional discourse
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.		**Organisation and Content**
		4c. select examples to exemplify range of language
		Audience Awareness
		4d. inform a professional reader.

NOTES TO CENTRES

a. Advise candidates to include accurate as well as inaccurate, and appropriate as well as inappropriate examples of language use. Assure candidates that they will not be penalised for examples of inaccurate or inappropriate language. The aim of this assignment is not to assess teacher language itself, but to assess the ability of teachers to comment on their classroom language. A sample may range from a single item (a word or phrase, or a mispronounced sound) to a longer stretch of discourse.

b. Candidates should show some variety in the aspects of language they choose to focus on, i.e. they should aim to illustrate more than just one or two categories of language (e.g. grammar, pronunciation, vocabulary, function, discourse, style) but not necessarily all of them. Remind them also to focus not only on accuracy but also on whether their language was appropriate for teaching within the context in which it was used in the lesson.

c. Candidates should audio or video record themselves teaching a lesson. If it is impossible for the candidate to obtain recording equipment of any sort, candidates may invite a colleague into their class to record in writing, samples of their language.

d. Centres should indicate, by means of a statement signed by a tutor, that to the best of their knowledge the candidate's work is based on an authentic lesson.

Task 5: Production of a worksheet
This task is for candidates taking Language for Teachers as a stand-alone module

FORMAT	SYLLABUS FOCUS	ASSESSMENT CRITERIA

Length: 750–1,000 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:
  - an introduction to the topic or tasks in order to contextualise or arouse interest
  - clear instructions for each activity or task
  - advice or information about language (e.g. grammar points, difficult vocabulary items) that may be appropriate
  - advice on reading, listening, writing strategies, as appropriate
  - 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.
	1.4. Reference materials for language awareness
	3.2. Evaluating and selecting resources and materials
	3.3. Using, supplementing, adapting and creating materials
	6.1. Evaluating teaching and learning
	7.1. Professional competence in speaking and writing English
	7.4. Using written English in the classroom
		Tutors should mark all written assignments using the General Mark Scheme for the assessment of written language for Component One on page 37.
		
		The following task-specific criteria focus on particular considerations relevant to *this* task. These specific requirements are noted, where relevant, under the same general headings ('Language Accuracy and Language Awareness', 'Range and Flexibility', 'Organisation and Content', 'Audience Awareness') in order to guide task-specific assessment.
		
		Pass level tasks will show that the candidate can:
		
		Language Accuracy and Language Awareness
		5a. use accurate written English for activity instructions, answer keys, and learning advice
		5b. employ generally accurate language in the description of the worksheet context and the evaluation
		
		Range and Flexibility
		5c. write appropriately for the intended level of learner(s) and the purpose of the worksheet
		5d. employ appropriate professional-to-professional discourse for description of context and evaluation of the worksheet
		
		Organisation and Content
		5e. provide a coherent description of context and evaluation sections
		5f. organise worksheet material effectively and appropriately
		5g. make appropriate use of language reference materials such as dictionaries and grammars
		
		Audience Awareness
		5h. write sufficiently clearly for a user (users) who may be working independently
		5i. inform a professional reader of context, design considerations and evaluation of the worksheet.

NOTES TO CENTRES

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. One of the reasons for framing this task in the form of a worksheet for independent use by a learner for homework, for example, is to assess the candidate's ability to write using clear language that is context-independent. In other words, the worksheet should be intelligible and clear to a user who is not able to ask for further clarification or reformulation. This places a premium upon accuracy and clarity of language. While it is not possible to completely separate language proficiency for professional purposes from methodological knowledge, the primary assessment focus for this task is on the candidate's use of written language (see Band Descriptions on page 37 for marking criteria). Candidates must show an acceptable degree of audience awareness in their writing and be able to convey instructions or provide examples that use appropriate language for the user (users), but the task does not assume a sophisticated understanding of materials design.

Possible examples of worksheets

- The candidate finds an appropriate text and writes an introduction to the topic of the text, provides a glossary of unknown words, some questions on the text, some activities to help the user practise selected words and/or a grammar point, and writes an answer key.

- The candidate wants a learner to consult a website for homework. They write an interesting summary of the site to motivate the user, add some instructions to help the user access the site or specific information within it, and write some questions about the user's opinion of the site. Finally, they write their own opinion of the site in a short text and ask the learner to write up their opinion.

- The candidate wants the user to write some dialogue balloons to accompany a strip cartoon. They write a worksheet in which instructions are given to read a short strip cartoon. They then provide language advice to help the learner notice the use of certain functional exponents contained in the cartoon, e.g. complaining. After consulting a reference work, they produce a table of exponents which vary according to formality, purpose and context. They then write a short quiz to practise the use of these exponents and provide an answer key with a playful commentary on the user's score. A further cartoon is included containing instructions to the user to write a dialogue for the speech bubbles. Finally, suggested answers and a commentary are provided.

An important stage of this task is to elicit feedback from a user (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.

Task 6: Assessment of teacher language in the classroom
This task is for candidates taking Language for Teachers as a stand-alone module

FORMAT	SYLLABUS FOCUS	ASSESSMENT CRITERIA
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, explaining a language point for initial presentation or revision, getting whole-class feedback on a class or homework task). You will be assessed only on your language use. The class used can be a real class or a class specifically constituted for teaching practice.	1.1. Concepts and terminology used in English language teaching for describing form and meaning in language and language use 1.2. Language used by teachers and learners 7.3. Using spoken English in the classroom 7.4. Using written English in the classroom	Tutors should mark all oral assignments using the General Mark Scheme for the assessment of spoken language for Component One on page 38. The following task-specific criteria focus on certain particular considerations relevant to *this* task. These specific requirements are noted, where relevant, under the same general headings ('Accuracy', 'Range and Flexibility', 'Pronunciation', 'Audience Awareness') in order to guide task-specific assessment. **Pass** level tasks will show that the candidate can: **Accuracy** 6a. use clear, generally accurate English for teaching purposes (may include classroom management, response to learners, dealing with language content) 6b. use language for classroom purposes that provides a good model for learners **Range and Flexibility** 6c. employ language that is appropriate to the learners' level 6d. reinforce, simplify or clarify meaning when necessary **Pronunciation** 6e. display generally clear and accurate pronunciation 6f. use stress and intonation to reinforce meaning 6g. provide a clear, consistent model for learners **Audience Awareness** 6h. select and grade language in response to learners' language needs and potential difficulties 6i. show awareness and responsiveness to learners' misunderstanding or lack of understanding.

NOTES TO CENTRES

a.   The idea behind this assignment is to give an opportunity for Language for Teachers courses and candidates on them to attend to the quality of their everyday classroom language.

b.   Ideally, candidates should be observed and assessed with their own class, in their normal teaching environment. However, any 'live' teaching of real learners of English will be considered appropriate. Peers can be used if there is no other alternative.

c.   In exceptional circumstances (e.g. where 'live' teaching is not possible for logistical, legal or other reasons) centres may use audio or video recordings of candidates teaching.

d.   Although language and methodology are often inextricably linked, tutors should endeavour to focus on the quality of the candidate's language and not be distracted by the quality of the methodology of the lesson or the classroom practice of the candidate.

Component Two: Teaching – Specifications for supervised and assessed teaching

FORMAT	ASSESSMENT CRITERIA
You will teach a minimum of four lessons at one or two levels, supervised and assessed by a tutor. At least three of these lessons must be with classes of a size which is considered normal in local conditions. Each lesson should have a different language/skills focus as a main/subsidiary aim. For each lesson you must provide: **a lesson plan which:** • specifies the aims and learning objectives and states any important assumptions of prior knowledge needed for the achievement of aims • describes the procedures planned • includes a description of the language item/skill which the lesson focuses on • is accompanied by a sourced copy of the materials to be used **a rationale which:** • includes a brief profile of the learners and describes the age and level of the learners and outlines their linguistic and affective needs • explains how the needs of the learners relate to the aims and objectives of the lesson • provides a clear analysis of any anticipated problems and possible anticipated solutions **Post-lesson evaluation** After the lesson, you should evaluate your lesson in discussion with your tutor, formulate action points for ongoing development and provide a brief written summary of the discussion and the action points. **SYLLABUS FOCUS** Language knowledge and awareness (Unit 1) The background to teaching and learning English (Unit 2) Resources and materials (Unit 3) Planning and management of teaching and learning (Unit 4) Evaluation, monitoring and assessment (Unit 5) Professional development (Unit 6) Language for teachers (Unit 7)	At **Pass** level, the candidate can: **1. Lesson planning** a. identify learning objectives appropriate to the needs, age and ability level of the group b. select and/or adapt materials and/or activities suitable for the learners and the lesson objectives including, where appropriate, stories, art, music, investigations outside the classroom c. assign realistic timing to the stages in the lesson d. include an appropriate variety of activity, interaction and pace e. anticipate potential difficulties with language and activities f. present plans in language which is clear, accurate (including the appropriate use of terminology) and easy to read g. present materials for classroom use with a professional appearance and regard for copyright requirements **2. Classroom teaching skills** a. establish rapport b. foster a constructive and safe learning environment taking into account appropriate learner and teacher roles c. set up and manage a range of classroom events d. maintain discipline, showing sensitivity to individual needs e. maintain learners' interest and involvement f. teach in a way that encourages the development of learner autonomy g. teach language items effectively h. convey the meaning of new language with clear and appropriate context and check learners' understanding of it i. help learners develop language accuracy j. monitor learners' language performance and give appropriate feedback k. identify errors and sensitively correct learners' oral and written language when and where appropriate l. make appropriate use of learners' first and other languages m. teach language skills appropriately and effectively including literacy where relevant n. help learners develop language fluency o. use appropriate aids, materials and resources (including the board) effectively p. adapt plans and activities appropriately in response to the learners and to classroom contingencies q. achieve learning objectives **3. Lesson evaluation** a. reflect critically on their plan and their teaching b. review and adapt their practice in the light of this reflection and of the views of tutors, colleagues and learners c. set targets for ongoing development (and, where appropriate, for the next assessed lesson) **4. Use of English** use clear, generally accurate and appropriate language for all aspects of classroom teaching (see also assessment criteria on page 29). At **Merit** level, the candidate can meet all of the above criteria. In addition, classroom performance will give strong and consistent evidence of all-round effectiveness as a classroom practitioner, in terms of qualities such as flexibility, organisational ability, independence of judgement, confidence, rapport with students and support for learning. At **Distinction** level, the candidate can meet all the criteria specified above. In addition, there will be consistent evidence of exceptional ability in terms of the following: a. breadth of knowledge b. depth of understanding c. insight into learners and learning.

Component Three: Methodology – Assignment specifications

General assessment criteria

Pass level assignments will show that the candidate can:

1. Complete the assignment as detailed in the assignment outline.

2. Present the assignment in language which is sufficiently clear, accurate and easy to read in relation to the language requirements of ICELT. (See also Pass level criteria on page 37.)

3. Show knowledge and understanding of relevant theory and principles contained in the ICELT syllabus.

4. Draw on this knowledge and understanding to evaluate their own strengths and weaknesses as English teachers, and to draw up justified plans for their own continuing development as ELT practitioners.

5. Present materials with a professional appearance.

6. Include acknowledged references to a limited number of appropriate sources relevant to the theme of the assignment. Each assignment should provide evidence of the candidate having read sufficiently to show their understanding of the main points of accepted current theory and the ability to relate these points to their classroom practice.

The general criteria outlined above should be used to assess the four assignments outlined on pages 33–36. Specific criteria are included as part of each assignment.

Assignment 1: Evaluation of teaching

FORMAT	SYLLABUS FOCUS	ASSESSMENT CRITERIA
Length: 1,000–1,500 words **Assignment outline** You are required to teach a lesson and analyse and evaluate it with reference to the following: • Achievement of learning objectives • Design and implementation of tasks and activities • Classroom management • Teacher and learner language **Guidelines** 1. Teach the lesson, then: a. Identify which of the above or which elements of the above were successful in your lesson, and support your view with evidence. b. Identify which of the above or which elements of the above were not so successful in your lesson, and state why you think they were not successful. 2. With reference to your lesson preparation for this lesson, including your lesson plan, state what aspects of your planning contributed to the success of the areas identified in 1a. 3. With reference to your lesson preparation for this lesson, including your lesson plan, state how you would change your lesson and lesson plan to avoid the difficulties described in 1b and state why these changes would improve the lesson. 4. Outline the steps you will take to further the development of your linguistic and professional understanding and skills with regard to your analysis in sections 1–3.	1.1. Concepts and terminology used in English language teaching for describing form and meaning in language and language use 1.2. Language used by teachers and learners 1.3. Language selected for teaching programmes 2.2. Learning theory 3.2. Evaluating and selecting resources and materials 4.1. Planning for teaching 4.2. Classroom management 4.3. Teacher and learner language 4.4. Classroom procedures and techniques 6.1. Evaluating teaching and learning 6.2. Working with people 6.3. Continuing professional development	**Specific assessment criteria** **Pass** level assignments will show that the candidate can: 1a. analyse and evaluate the lesson with reference to the areas outlined 1b. identify successful and less successful elements of the lesson with reference to these areas 1c. demonstrate understanding of the underlying causes of these 1d. outline steps for further development of their linguistic and professional understanding and skills in the areas outlined. At **Merit** level, the candidate can meet all the specific Pass level criteria listed above. In addition, there will be evidence of greater ability and understanding in at least two of the above specific criteria and in general criteria 3 and 4 listed on page 32. At **Distinction** level, the candidate can meet all the criteria listed above. In addition, there will be consistent evidence of exceptional ability in terms of the following: a. breadth of knowledge b. depth of understanding c. sensitivity and ability to respond to learners' needs and expectations d. insight into the topics under discussion and the evaluation.

NOTES TO CENTRES

a. This assignment can be developed from a skills or a language-based lesson.

b. Each section of the assignment should be roughly the same length.

c. For Sections 1a and 1b, it is not necessary for candidates to comment on elements from all four areas: a total of two or three points for 1a and 1b discussed in detail will be sufficient.

d. A copy of the original lesson plan should be submitted with the assignment.

e. For Section 3, candidates do not need to attach an amended lesson plan.

f. Candidates should outline development steps for both linguistic and professional development.

g. This lesson can be (but need not be) one of the lessons assessed for Component Two.

Assignment 2: Planning beyond the lesson

FORMAT	SYLLABUS FOCUS	ASSESSMENT CRITERIA
Length: 1,000–1,500 words **Assignment outline** You are required to teach and evaluate a language-focused lesson and complete follow-up work. **Guidelines** 1. After teaching and reflecting on the lesson, outline your plan for the next three or four lessons and give a rationale for your plan. For your rationale you should consider one or all of the following issues: a. what extra practice your learners need to develop their skill in using the target language from this lesson b. how you could help them extend their analytical understanding of the target language from this lesson c. what language development work you would move on to next and give reasons. 2. Select one piece of material and/or one classroom activity that you would use to achieve one of these aims (a, b or c) in one of your lessons. a. explain how you would use the material or organise the activity in order to achieve the aim b. comment on the difficulties that the learners might have with the materials/activity and explain how you would help them. c. justify your decisions in 2a and 2b. You may use published ELT materials or materials from another source. The practice or development may be planned for classroom use, homework or self-study. You should include a copy of the material used.	1.1. Concepts and terminology used in English language teaching for describing form and meaning in language and language use 1.3. Language selected for teaching programmes 1.4. Reference materials for language awareness 2.3. Learner development and motivation 2.4. Implementing teaching programmes to meet the needs of learners in a given context 3.1. Resources and materials 3.2. Evaluating and selecting resources and materials 3.3. Using, supplementing, adapting and creating materials 4.1. Planning for teaching 6.1. Evaluating teaching and learning 6.3. Continuing professional development	**Specific assessment criteria** **Pass** level assignments will show that the candidate can: 2a. select (or adapt or design) materials/ activities appropriate to the learners' needs, their grasp of the previously taught material and the objectives 2b. organise activities in logical sequence and describe the rationale behind the ordering 2c. show an ability to identify potential problems and offer some realistic possible solutions 2d. justify planning decisions reached on the basis of evaluation of their own teaching. At **Merit** level, the candidate can meet all the specific Pass level criteria listed above. In addition, there will be evidence of greater ability and understanding in at least two of the above specific criteria and in the general criteria 3 and 4 listed on page 32. At **Distinction** level, the candidate can meet all the criteria listed above. In addition, there will be consistent evidence of exceptional ability in terms of the following: a. breadth of knowledge b. depth of understanding c. sensitivity and ability to respond to learners' needs and expectations d. their insight into the topics under discussion.

NOTES TO CENTRES

a. This assignment should be developed from a language-focused (not a skills-focused) lesson.

b. Candidates should include the original lesson plan and evaluation with the assignment.

c. Sections 1 and 2 will probably be roughly the same length.

d. Section 1b could refer to remedial or extension work with the target language.

e. In section 1, candidates are not required to describe practice activities or remedial/extension work in detail or analyse new target language in detail.

f. Section 2a could be presented as a full lesson plan, as a written description/rationale or as a combination of the two.

g. This lesson can be (but need not be) one of the lessons assessed for Component Two.

Assignment 3: Evaluating and supplementing materials

FORMAT	SYLLABUS FOCUS	ASSESSMENT CRITERIA
Length: 1,000–1,500 words **Assignment outline** You are required to analyse briefly some course material and to select some appropriate material to include in a lesson as a supplement. You should use this material in a lesson and then evaluate its effectiveness. **Guidelines** 1a. Briefly go through a unit or selection of units in your course book/course materials. Describe how you might supplement it/them for use with a specific class commenting on what is missing or not appropriate, or simply how you might provide variety. State what you might need to supplement with additional material such as visuals, authentic texts or material adapted from other sources. 1b. Identify supplementary material and provide a rationale for selection and use. 2. Plan a lesson using your chosen supplementary material. Ensure a copy of all material, original and adapted, is included, and that copyright sources are fully referenced. 3. Teach the lesson and then evaluate the effectiveness of the material used. Reflect on what happened in the lesson and how this differed from your expectations at the planning stage. Outline what action you would take if you wanted to use the material again and why.	1.1. Concepts and terminology used in English language teaching for describing form and meaning in language and language use 3.1. Resources and materials 3.2. Evaluating and selecting resources and materials 3.3. Using, supplementing, adapting and creating materials 3.4. Effective use of teaching aids, technical support and self-access materials 4.1. Planning for teaching 4.4. Classroom procedures and techniques 6.1. Evaluating teaching and learning 6.3. Continuing professional development 7.1. Professional competence in speaking and writing English	**Specific assessment criteria** **Pass** level assignments will show that the candidate can: 3a. make accurate use of appropriate terminology to describe the design and use of classroom materials and resources 3b. demonstrate the ability to use, adapt and/or create resources and materials effectively to meet lesson objectives and the needs of learners 3c. evaluate the material and its use in the lesson 3d. outline steps for potential future use of material. At **Merit** level, the candidate can meet all the specific Pass level criteria listed above. In addition, there will be evidence of greater ability and understanding in at least two of the above specific criteria and in the general criteria 3 and 4 listed on page 32. At **Distinction** level, the candidate can meet all the criteria listed above. In addition, there will be consistent evidence of exceptional ability in terms of the following: a. breadth of knowledge b. depth of understanding c. sensitivity and ability to respond to learners' needs and expectations d. their insight into the topics under discussion.

NOTES TO CENTRES

a. This assignment can be delivered from a skills or language-focused lesson.

b. Section 1 and Section 3 should be approximately the same length.

c. All the materials should be submitted as an appendix to the assignment.

d. Section 2 should include a copy of the lesson plan and a group profile if different from previous assignments. The profile should include information about the types of activities and materials that work well with this group to help provide the rationale for the choice of supplementary materials. The profile should also include any special needs such as deafness or dyslexia that may have influenced decisions on materials used.

e. Decisions on the use of supplementary materials should be linked to reflection on the learners' coursebook.

f. Evaluation should refer to whether technical aids or the classroom resources were used to facilitate materials use, and if authentic materials were used, whether they were made accessible and how.

g. The lesson used for this assignment should **not** be one of the lessons assessed for Component Two. However, candidates will need to provide evidence that it was taught.

Assignment 4: Learners and learning

FORMAT	SYLLABUS FOCUS	ASSESSMENT CRITERIA
Length: 1,000–1,500 words	1.2. Language used by teachers and learners	**Specific assessment criteria**
Assignment outline	2.1. The context of English language teaching	**Pass** level assignments will show that the candidate can:
With reference to a lesson you have taught, describe and evaluate differences in learner response and consider ways in which the quality of learning can be improved.	2.2. Learning theory	4a. identify and account for individual differences in progress and achievement of learners
Guidelines	2.3. Learner development and motivation	4b. identify and prepare teaching strategies to improve progress and achievement of all learners in a given class
1. Consider the different ways in which your learners responded to a lesson you have taught. Try to describe and account for any differences in how they responded and in what they achieved. Your comments should include reference to some (but *not* all) of the following:	2.4. Implementing teaching programmes to meet the needs of learners in a given context	4c. monitor and/or assess progress and achievement of learners in response to different teaching strategies
a. ability	4.3. Teacher and learner language	4d. provide a rationale for their chosen means of monitoring and expressing learner progress and achievement.
b. personality	5.1. Identifying learner needs	At **Merit** level, the candidate can meet all the specific Pass level criteria listed above. In addition, there will be evidence of greater ability and understanding in at least two of the above specific criteria and in the general criteria 3 and 4 listed on page 32.
c. attitude	5.2. monitoring learners' progress and giving feedback	At **Distinction** level, the candidate can meet all the criteria listed above. In addition, there will be consistent evidence of exceptional ability in terms of the following:
d. motivation	5.3. Preparing learners for tests and examinations	a. breadth of knowledge
e. learning style	6.1. Evaluating teaching and learning	b. depth of understanding
f. gender	6.3. Continuing professional development	c. sensitivity and ability to respond to learners' needs and expectations
g. age		d. insight into the topics under discussion.
h. level		
i. social and cultural background		
j. language and behaviour of the teacher		
In this section you should try to link your specific comments about the lesson and your learners with ideas about learners and learning which you have met on the ICELT course and in the reading which you have done for this assignment.		
2. Outline any ideas you have for ways in which you can improve the quality of learning achieved by your learners in future lessons. Where it is appropriate, you should include ideas which will help your learners to perform successfully in a forthcoming test or examination.		
In this section you should link your ideas for improvement with the discussion in Section 1.		
3. Describe how you would know this improvement had taken place.		
4. Give your rationale for the ideas you have put forward in response to sections 2 and 3 of this assignment.		

NOTES TO CENTRES

a. Each section of the assignment should be of roughly the same length.

b. Candidates may choose whether they focus on all the learners in the class or on a small group of them; they must not, however, deal with only one learner.

c. Candidates may choose whether they deal with the whole lesson or with only part of the lesson.

d. Candidates may work on what they remember of the lesson or may use an audio or video recording, and/or an observer.

e. Candidates should focus on one lesson, but this lesson may be one of a series of lessons in which individual differences among learners have been noted. The lesson can be (but need not be) one of the lessons assessed for Component Two. In either case, the full lesson plan should be attached as an appendix.

General Mark Scheme for the assessment of written language for Component One: Language for Teachers Tasks 2–5

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

Notes on grading of Component One tasks

1. This mark scheme should be used in conjunction with the task-specific assessment criteria provided for Tasks 2, 3, 4 and 5.

2. Pass level assignments must show evidence that the candidate has adequately met the specific criteria listed for each task.

General Mark Scheme for Assessment of Spoken Language for Component One: Language for Teachers tasks 1 and 6

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

Notes on grading of Component One tasks

1. This mark scheme should be used in conjunction with the task-specific assessment criteria provided for Tasks 1 and 6.

2. Pass level assignments must show evidence that the candidate has adequately met the specific criteria listed for each task.

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