

# UNICERT

Universal Certification Solutions



# BAA | BRITISH AWARDING ASSOCIATION



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Unit Title	Level	Credit	GLH
<b>Mandatory Units</b>			
Teaching English to Speakers of Other Languages	5	30	200

The BAA Level 5 Certificate in Teaching English to Speakers of other Languages is a 30 credit course.

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<b>Teaching English to Speakers of Other Languages</b>			
<b>Unit Aims</b>			
The aim of this unit is to understand the importance of specialist knowledge and Skills to communicate. Provide range of literacy skills and language acquisition.			
<b>Unit Level</b>	5	<b>Credit Value</b>	30
<b>GLH</b>	200	<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance Assessment can be given by Assignment prior to External Unit Exam</b>			
<b>Learning Outcome - The learner will:</b>		<b>Assessment Criterion - The learner can:</b>	
<b>1</b>	<b>Understand roles and responsibilities of a teacher</b>	<b>1.1</b>	Review the roles and responsibilities of teachers both within the classroom and as a colleague and employee
		<b>1.2</b>	Work constructively within institutional codes of practice and institutional requirements
		<b>1.3</b>	Identify strategies for professional development of specialist knowledge and skills.
<b>2</b>	<b>Understand factors affecting learners and learning in different contexts</b>	<b>2.1</b>	Analyse the personal, social and cultural factors influencing ESOL learners' literacy and language acquisition and use
		<b>2.2</b>	Plan inclusive teaching and learning for ESOL learners using specialist knowledge of personal, social and cultural factors influencing ESOL learners' literacy and language acquisition.
<b>3</b>	<b>Understand key components of language and language knowledge</b>	<b>3.1</b>	Analyse standard and other varieties of English in both spoken and written forms with reference to specific features such as phonology, grammar and lexis
		<b>3.2</b>	Plan inclusive teaching and learning for ESOL learners using own specialist knowledge of language.
<b>4</b>	<b>Understand ways in which different strategies, approaches and techniques can be applied to develop learners' language</b>	<b>4.1</b>	Analyse different approaches to developing the understanding and use of language with ESOL learners
		<b>4.2</b>	Develop ESOL learners' understanding and use of language using different strategies, approaches and techniques
		<b>4.3</b>	Select, adapt and use effective language activities and resources to develop ESOL learners' understanding and use of language.
<b>5</b>	<b>Understand key aspects of listening, speaking,</b>	<b>5.1</b>	Analyse the processes involved in listening, speaking, reading and writing skills



	<b>reading and writing skills</b>	<b>5.2</b>	Plan inclusive teaching and learning for ESOL learners using own specialist knowledge of listening, speaking reading and writing skills and subskills.
<b>6</b>	<b>Understand ways in which different strategies, approaches and techniques can be applied to develop the four language skills of ESOL learners</b>	<b>6.1</b>	Analyse different approaches to developing the four language skills of ESOL learners
		<b>6.2</b>	Develop ESOL learners' receptive and productive skills using different strategies, approaches and techniques
		<b>6.3</b>	Select, adapt and use effective resources and activities to develop learners' language and skills.
<b>7</b>	<b>Be able to plan lessons to meet the needs of different learners</b>	<b>7.1</b>	Plan ESOL teaching and learning taking account of the aims and needs of individual learners.
		<b>7.2</b>	Justify the selection and use of teaching and learning strategies with reference to theories and principles of communication and inclusive teaching and learning
		<b>7.3</b>	Plan the appropriate use of a variety of delivery methods to enthuse and motivate learners and meet their individual needs justifying the choice.
<b>8</b>	<b>Be able to manage the classroom environment to promote learning and achievement</b>	<b>8.1</b>	Establish and maintain an appropriate, inclusive learning environment to maximise learners' opportunities for success
		<b>8.2</b>	Use appropriate individual, group and whole-class resources and activities to achieve lesson aims and learning outcomes
		<b>8.3</b>	Use effective questioning, checking and instructing techniques ensuring barriers to effective communication are overcome
		<b>8.4</b>	Demonstrate good practice in giving feedback on progress and achievement.
<b>9</b>	<b>Be able to evaluate own practice in planning and teaching</b>	<b>9.1</b>	Evaluate the teaching and learning approaches used in specific sessions by self and colleagues
		<b>9.2</b>	Use regular reflection and feedback from others, including learners, to evaluate and improve own practice, making recommendations for modification as appropriate
		<b>9.3</b>	Evaluate own approaches, strengths and development needs, in relation to professional practice.