UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Universidad de El Salvador
Hacia la libertad por la cultura

LACK OF AWARENESS OF PEDAGOGICAL AND LINGUISTICS CERTIFICATIONS THAT FLD SENIOR STUDENTS MIGHT TAKE TO BE ALLOWED TO TEACH AT NATIONAL AND INTERNATIONAL INSTITUTIONS.

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ANNEXES

Acronyms

The following list of acronyms is part of the different technical language forms used on this investigation.

1. **ACTFL:** The American Council on the Teaching of Foreign Languages.
2. **CAE: Certificate in Advanced English,** The CAE, commonly called "Advanced", is a high level exam. It allows for official confirmation of an advanced level of English (level C1 of the Common European Framework of Reference for Languages**)** (1999-2015 ESL - All rights reserved, 2014)
3. **CCSA:** Centro Cultural Salvadoreño Americano
4. **CEF/CEFR:** Common European Framework for Languages.
5. **CELTA:** The Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) teaching award is an internationally recognised teaching qualification which follows a four-week curriculum designed by the University of Cambridge. (2015 British Council, 2015)
6. **DELTA:** Diploma in Teaching English to Speakers of Other Languages. Is one of the best-known and most popular advanced TEFL/TESOL qualifications in the world. (2014 UCLES , 2014)
7. **DIP TESOL**: is an internationally respected, widely available qualification for experienced teachers of ESOL/EFL. Courses. (2014 Trinity College London, 2014)
8. **ECCE:** The Examination for the Certificate of Competency in English (ECCE) is a high-intermediate-level (B2) general EFL exam. The language used in the test is American-English. (Exam English Ltd. ALL Rights Reserved., 2014)
9. **ECPE:** The Examination for the Certificate of Proficiency in English (team lingue International Hous, 2014)
10. **EDEXCEL:** In 2010, the legal name of the Edexcel awarding organisation became Pearson Education Limited. (Pearson Education Limited , 2014)
11. **EF:** Organization Education first.

12. **EFL:** English as as Foreign Language.

13. **EIL:** English as an International Language

14. **EPN:** English Testing Service Preferred Network.

15. **ESL:** English as a Second Language.

16. **ETS:** English Testing Service.

17. **FCE:** *First Certificate in English (FCE)*, is an upper-intermediate level qualification. It proves you can use everyday written and spoken English for work or study purposes. (2014 UCLES, 2014)

18. **FTCL:** The Fellowship Diploma in TESOL Education Studies. (2014 Trinity College London, 2014)

19. **ICELT:** In-service Certificate in English Language Teaching, is a teacher training course for those already teaching English to speakers of other languages. (2014 UCLES, 2014)

20. **IDLTM:** International Diploma in Language Teaching Management. (2014 UCLES, 2014)

21. **IELTS:** International English Language Testing System, is designed to assess the language ability of candidates who need to study or work where English is used as the language of communication. (Exam English Ltd. ALL Rights Reserved, 2014)

22. **ITCA:** Instituto Tecnologico Centroamericano.

23. **KET:** Key English Test.

24. **L1:** First Language; Native Language: The acronym "L1" is shorthand for referring to someone's native language (TEiJ.n, 2012)

25. **L2:** Second Language; Foreign Language: The language a person knows, is learning or is acquiring in addition to their native language (TEiJ.n, 2012)

26. **MINED:** Ministerio de Educacion**,** de El Salvador (Educación, 2011)

27. **Ofqual:** The Office of Qualifications and Examinations Regulation (Ofqual) regulates qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland. (Crown copyright, 2014)

28. **PET:** *Preliminary English Test (PET)*, is an intermediate level qualification. It shows you are able to use your English language skills for work, study and travel. (2014 UCLES, 2014)

29. **Praxis:** Tests that measure academic skills in reading, writing and mathematics. (by Educational Testing Service. All rights reserved, 2014).

30. **PTE:** The Pearson Test of English Academic.

31. **PTE:** The Pearson Test of English General.

32. **TESOL:** Teaching English to Speakers of Other Languages

33. **TKT:** Teaching Knowledge Test (2014 UCLES, 2014)

34. **TOEFL**: Test of English as a Foreign Language.

35. **TSE:** Test of Spoken English.

36. **UCLES:** University of Cambridge Local Examinations Syndicate.

Introduction

Getting graduated is one of the main goals for all the students who are already on track with their university studies, and validate all the new knowledge seems to be the key to success. But after reaching the graduating ceremony, is there any other process to follow in order to get a job related with the major already completed? Are students, from the University of El Salvador particularly from the Foreign Language Department, from the English teaching option major, aware of such processes? Certifications are an important part, not only for their professional development, but also they open opportunities to get better job positions, teaching abroad and why not continuing to study in the country or with a scholarship overseas. These are only some of the benefits that can be reached with an English certification. The starting point of this research will provide solid evidence how important the English Language is around the world, and its influence with the aims to validate nonnative English Speakers, with the standards of global English. There are different types of English certifications in the field of education. However, the group will focus on two main types: pedagogical and linguistics; they will be divided depending on the different institutions that hold and administer them; a description of each certification will be included providing the purpose of them and what they evaluate.

The theory will guide us to consolidate the necessary information every person interested in English certifications should know. With this on mind and following the research group objectives the Foreign Language Department students from Seminar II (senior students) will be administered a survey to visualize their awareness about English certifications. To continue with a workshop on the areas of opportunity on regards to the data that will be collected from the instrument. Professionals in the area will play an important role to light up and lead upon the best quality of information related to the reality of national and international institutions. Once the necessary information will be gathered, the analyzing process might start; first generating graphics and analysis for the survey.

Next, the group will be able to answer the research questions and finally, a combined analysis of the instruments will be prepared.

Every step in this research is tended to light up the vision that linguistic and pedagogical English certifications are important in the nearly future professional life of students. And therefore, they must be aware of this constantly updated topics.

I. Statement of the problem

A. Research topic:

Lack of Awareness of Senior EFL Students of the Pedagogical and Linguistics Certifications for EFL Teaching they might Apply and be Granted after Graduating from the Foreign Language Department of the University of El Salvador during Year 2014.

B. Objectives

General

- To explore the awareness level that senior EFL students, from the University of El Salvador, present about linguistic and pedagogical English certifications.

Specifics

- To investigate some of the most common pedagogical and linguistic English certifications available worldwide.
- To identify the linguistic and pedagogical English certifications that FLD senior students might take to be allowed to teach at national and international institutions.
- To organize a dossier with relevant information about the most common English certifications in Europe and America.

C. Research Questions

- ℘ What is a certification?
- ℘ Why do senior students from the Foreign Language Department in The University of El Salvador need to be aware of English certifications?
- ℘ Which are the institutions that certificate English Teachers in El Salvador, according to MINED (Ministerio de Educación)?
- ℘ Which are the educational institutions that offer certifications in the world?
- ℘ Which are the institutions that offer certifications in El Salvador and which ones are offered?

D. Rational

There are some reasons why the research group selected to investigate about linguistic and pedagogical certifications related with the English Language. First, the research group was not able to find any previous investigation or information related to English certifications in the University of El Salvador; therefore, the research will provide the starting point of a deeper investigation based on this topic. Second, it is important to mention this topic is frequently changing with the creations of new ways of assessments and with new methodology to work within an ESL (English as a Second Language) classroom; hence, EFL (English as a Foreign Language) senior students will have to be prepared to face new ways of proving the knowledge they have acquired through their career.

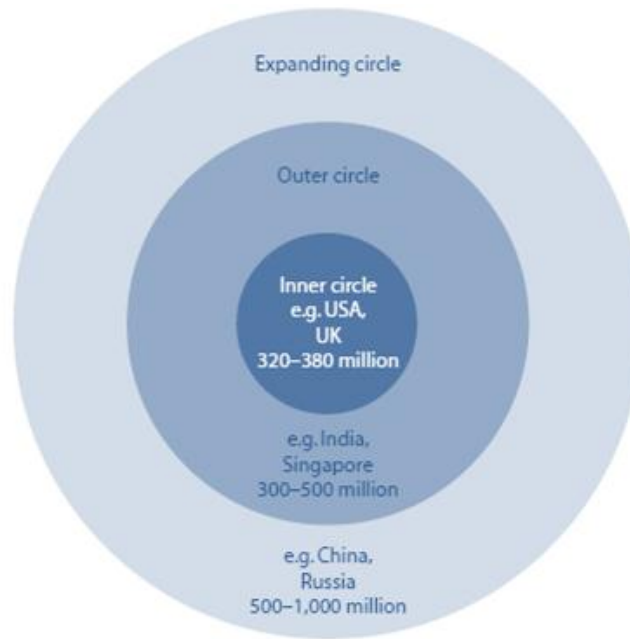Finally, the investigation will help students to know more about what an English certification is like, and what type of certifications are available in the linguistic and pedagogical field. This may encourage them to grow as professionals, and look for institutions to take a certification; therefore, get an opportunity to teach with high standard levels at national and international institutions.

II. Theoretical Framework

The following theory was gathered with the sole purpose to provide concise and relevant information on English language certifications. At first, the research group is eager to demonstrate that English language certifications are playing an essential role to aim for an international and standardized form of English language, not only on native English speaking countries; also, in countries where English is used as a second or foreign language. In addition, it is necessary to highlight the leading role of the main countries developing and running English language certifications. Both, The United States of America and The United Kingdom counties have divided their available English language certifications on linguistic, and pedagogical certifications. They specified the different certification types offered and their explicit purposes. Gradually is provided the conception of the ambitious goal for English Language certifications, which is to provide English certified speakers with a global recognition, and a qualified evidence of their English language level acquired. Guaranteeing the English language used for global communication, and English taught all over the globe is ruled by globalized standards.

History of Certifications

Learning English whether as a second language or as a foreign language represents not only a difficult task, as well a unique opportunity related to personal and professional growth. Being the process of learning a new language one of the most common decisions taken by young and adult learners all around the world; nonetheless, English may not be the most spoken language but it is the most widely used, since it is spoken in more countries than any other language. The Indian linguist Braj Kachru has suggested that we think of the spread of English around the world as three concentric circles, representing different ways in which the language has been acquired and is currently used. Although not all countries fit neatly into this model, it has been widely regarded as a helpful approach (Kachru, 1997, pp. 66-87).

Expanding circle

Outer circle

Inner circle
e.g. USA,
UK
320–380 million

e.g. India,
Singapore
300–500 million

e.g. China,
Russia
500–1,000 million

The three 'circles' of English

(Kachru, 1997, pp. 66-87).

These three concentric circles open to an undoubted possibility, which is having the opportunity to interact with different kinds of people, cultures, opinions, and beliefs by making use of this language. On his article Nero offered detailed statistics of English used worldwide (Nero, 2012, p. 135).

- About one quarter of the world's population is fluent or competent in English.
- In roughly 75 countries or territories English holds a special place as a primary, official, or second language, from Canada and the United States to Jamaica to Singapore to Zimbabwe to Australia.
- Approximately 329 million people are L1 English-speakers, a conservative estimate. If we add in Pidgin- and Creole-speakers, an additional 80 million brings the figure to just over 400 million.
- Another 430 million have learned English as an L2. Again, these figures must be taken with caution as estimates are not available for many countries.

- ℘ Add to this the expanding circle of approximately 750 million speakers.
- ℘ The grand total is somewhere in the vicinity of 1,500 million speakers of English, making it the most widely spoken language in the world (Nero, 2012, p. 135).

English is everywhere, from cartoons to scientific investigation, and among all types of realities worldwide. English has become part of our lives in the classroom, from our early studies; to advertisement published every day and anywhere. Now more than ever is true the statement said by the British intellectual David Crystal "English rules" (Crystal, English as a Global Language, 2003, p. 1) given the fact English is now considered as an international language, or as defined by this linguistic "English as a Global Language" becoming that predominant due to the closest links between economic, cultural and technological power and English language dominance. The importance of this language seems to be paramount to anybody willing to be up-to-date with the constant development of the society.

Why is English the global language? The answer might seem quite apparent, if we take a glance to the way it was spread all over the globe, and the way it has become part of every important aspect of human society progress. While the expansion of this language begun with the voyages to the Americas, Asia and Antipodes:

"*It was an expansion which continued with the nineteenth-century colonial developments in Africa and the South Pacific, and which took a significant further step when it was adopted in the mid twentieth century as an official or semi-official language by many newly independent states*" (Crystal, English as a Global Language, 2003, p. 29)

As a result of this distribution English has become part of the population in every continent. This happened with certain variety on its influence, but presenting and increasing all the time. Being diversified with the different cultures and contexts, the social and cultural aspects of English make it honor to the global language label.

As described by the linguistics Crystal "The language has penetrated deeply into the international domains of political life, business, safety, communication, entertainment, the media and education." (Crystal, English as a Global Language, 2003, p. 30)

English has its significant presence in education. Considering this, English gives opportunities of being eligible to get a scholarship in some of the best universities on the globe, provides accessibility to most updated academic writings mainly written in English, with this benefits "one major role plays English in this context as the language of international education and scholarship." (Kirkpatrick, 2009, p. 255)

All speakers of English as a Second Language (ESL) or as a Foreign Language (EFL) are willing to achieve an adequate level in their English language acquisition. This will allow them to communicate in an understandable and efficient manner no mattering their reasons and purposes. Achieving the adequate level seems quite difficult when the learning process happens in a nonnative speaker´s environment, with most of the ESL (English as Second Language) or EFL (English as Foreign Language) teachers without any preparation abroad; furthermore, students during their learning progress are not really aware of their English level, and what are the areas they need to improve, but this situation has happened since early teaching and English's learning. (Cody, 1920, p. v)

"English teaching has been open to two serious objections: the work was so indefinite it has never been possible to know where the student really stood or to measure his progress toward practical efficiency in the business world with any exactness; and consequently the study has been very distasteful to those who were required to take it" (Cody, 1920, p. v).

This problematic situation was solved with the creation of standardized tests. With the visionary purpose of letting the students know their current performance and the areas of opportunity as stated by Cody:

"Standardized tests make the work definite, and as soon as each student knows where he stands and what he needs to do, he sets out to reach the goal with enthusiasm and determination." (Cody, 1920, p. V).

Therefore two main educational currents originated by two predominant countries, Unites States and England, offer English language certifications. This job is done with very similar objectives and goals, these accreditations are certified by their most important and prestigious institutions specialized on Applied Linguistics. The certifications are offered on a wide variety of purposes, and difficulty levels. They respond to the demands of a globalized world, however; the access to each of the certifications´ details is available online for everybody at any time. English certifications are requested by ESL (English as Second Language) and EFL (English as Foreign Language) students and teachers everyday as part of their achievements on this language acquisition, and as a personal prove of the learning of the language or as a requirement to get a job position. In Latin America, they became an important element whether of English students as recognition of their learning, and level or for English teachers and professionals of other areas. Certifications are considered as part of a curriculum and in order to be eligible for a job position, to mention some benefits.

In some countries of American continent, English importance is demonstrated by the different aims to spread it all over the population. All these countries have been characterized by a struggling development when talking about quality of life; however, the reality nowadays has changed and an increase is reflected in south populations. As mentioned in the Human Development Report 2013 by the United Nations Development Programme: "Mexico, Argentina and Brazil are within the south countries with a higher rise; not only in the area of education, but also areas such as health and income dimensions", it is not surprising then that the subtitle of the Human Development Report last year was "The Rise of the South: Human Progress in a Diverse World" (The United Nations Development Programme, 2013)

The reality of English Language in Latin America is part of these attempts of development. According to The English Proficiency Index, most of South American countries, excepting Argentina with a moderate level, have a low English proficiency like Uruguay, Costa Rica, Mexico, Peru and Brazil, or a very low English proficiency level, for instance; Chile, Colombia, Ecuador, Venezuela, Guatemala, El Salvador and Panama. The organization Education First (EF) compares these results with the Latin America reality and states "English is less important than clean water, but is it less important than algebra?" (Education First, 2013, p. 19). It is notable that the proficiency levels of English language are not in accordance with the aims for development of the region; however, it is well known the globalized exigencies and what they require, considering the relation of the language with economy

"The USA´s dominant economic position acts as a magnet for international business and trade, and organizations wishing to develop international markets are thus under considerable pressure to work with English, the touristic and advertising industries are particularly English-dependent, but any multilingual business will wish to establish offices in the major English-speaking countries" (Crystal, The Cambridge Encyclopedia of the English Language, 2004, p. 106)

The importance of worldwide recognized certifications is essential in the south countries to validate more their English level every day. As an example of this situation the following countries reality is describe below.

Mexico

Although Mexico has the advantage of being closer to one of the most predominant English speaking countries does not mean it would like to get close relation with the English language. As the results of the English Proficiency Index 2013 made by the organization English First demonstrates Mexico is trending down in the proficiency of the English as a second language. (Education First, 2013, p. 9) The government has already implemented some plans to increase their English speakers like implementing English as a mandatory subject starting from primary education; however, that will have good results once the learning of their mother tongue,

Spanish, gets better. Since this country presents very deficiency on regards of Spanish language as well. Furthermore, Mexico will need to recruit additional 85,000 teachers to teach English to all of its 12 million primary school students. (Education First, 2013, p. 13)

Argentina

English as a second language in this country has a very representative role in its history. Taking into consideration than almost an eighty-five percent of Argentina´s 36,223,947 inhabitants (Ministerio de Economia INDEC, 2002) are of European origin. Argentineans have English language closely attached to their lives, as to their daily activities like newspaper published in English, English TV programs, with or without subtitles, theaters and acting groups spoken in English, and even some of the soccer teams still have British names. In the field of private education English is well recognized and the country has several well recognized bilingual schools; whereas, English is a compulsory subject, in the public system, since 4th grade, this enables students to be eager to submit themselves to English as a Foreign Language Examinations. (Nielsen, 2003, p. 201)

Brazil

This country is constantly growing; not only in the economic field as well as in the educational one. The progress in this country is not matching, according to the World Economic Forum´s 2009 Global Competitiveness Report, "observed the incongruity between economic growth and education as a whole" already aware of their deficiencies on their public educational system and especially on the English Language field. The government has carried out several plans to eradicate the low English proficiency among the citizens, some of these initiatives include: English lessons to 306,000 tourism professionals. The expansion of Brazil´s middle class has allowed to increase investment in private English courses by 2014 Brazil will have funded 100,000 Science, Technology, Engineering, and Mathematics (STEM) students to spend a year at top foreign universities. Fund 500,000 TOEFL tests. 1,080 Brazilian teachers per year are sent to the United States for English Language

and pedagogical training. With all these improvements on regards the English as a Second Language and general education in Brazil, its English is "trending up." (Education First, 2013, p. 2)

These efforts from English as a Foreign Language countries created the need to guarantee they are going in the right path to reach standardize levels of English proficiency. In the case of America, the closest reference to this comes from the United States by creating a testing service to assess the levels of the rising English speakers. As a reference of foreign languages teaching, American Council on The Teaching of Foreign Languages (ACTFL) created the English Testing Service to fulfill such need. Therefore it was consider important to mention some aspects that identify and define this institutions. Besides that the description of the linguistic and pedagogical certifications are presented in the following section.

The American Council on the Teaching of Foreign Languages (ACTFL)

English Testing Service (ETS)

The American Council on the Teaching of Foreign Languages (ACTFL)

The American Council on The Teaching of Foreign Languages better known as ACTFL is one of the biggest institutions in the world. This Institution that have their headquarters in Virginia, United States of America, dedicates to work on improvement and development of teaching and learning of all languages in different levels. As they mention on their online website "The American Council on the Teaching of Foreign Languages. ACTFL is an individual membership organization of more than 12,000 language educators and administrators from elementary through graduate education, as well as government and industry" Since the foundation they have been looking for national standards that will help in the development of educators and students always keeping as the most important fact the changing needs of both parties involved. (© ACTFL, All Rights Reserved., 2014)

ACTFL Mission

Providing vision, leadership and support for quality teaching and learning of language. (© ACTFL, All Rights Reserved., 2014)

ACTFL Vision

Believing that language and communication are at the heart of the human experience, that the U.S. must nurture and develop indigenous, immigrant, and world language resources, and that the U.S. must educate students to be linguistically and culturally prepared to function as world citizens, ACTFL is uniquely positioned to lead this endeavor by

- ℘ Meeting the needs of language professionals

- ℘ Ensuring a dynamic and responsive organization

- ℘ Working proactively through advocacy and outreach

- ℘ Working to ensure that the language-teaching profession reflects the racial, ethnic and linguistic diversity of U.S. society

℘ Promoting research that impacts the development of professional programs and enhances the quality of language teaching and learning

The previous endeavors are being carried out by the internationally recognized nonprofit organization English Testing Service (ETS). It was established in 1947 with resources provided by ACTFL along with the Carnegie Foundation for the Advancement of Teaching and the College Entrance Examination Board to enhance the improvement of languages. (© ACTFL, All Rights Reserved., 2014)

ETS Mission and Vision

Mission: To advance quality and equity in education by providing fair and valid assessments, research and related services. Our products and services measure knowledge and skills, promote learning and educational performance, and support education and professional development for all people worldwide. (© ACTFL, All Rights Reserved., 2014)

Vision: To be recognized as the global leader in providing fair and valid assessments, research and related products and services to help individuals, parents, teachers, educational institutions, businesses, governments, countries, states and school districts as well as measurement specialists and researchers. (© ACTFL, All Rights Reserved., 2014)

English Testing Service, as a test developer, divides its examinations in five different categories. Each answers the specific purpose the takers are looking to achieve. The research group has decided the two most related kinds: *English Language Assessments and Assessments for Licensure and Certifications*.

The research group sorted certifications and assessments offered by English Testing Service into the research main types: linguistics and pedagogical certifications, starting with the description of the two linguistic certifications that English Testing Service offers worldwide TOEFL and TOEIC.

Linguistics Certifications

TOEFL: Test of English as a Foreign Language

Test of English as a Foreign Language or better known as TOEFL is a test that measures the ability to use and understand the language at an academic level. Based on information that English Testing Service provides on their website, it also evaluates how well people combine the four main skills and how they are used as a whole to develop an academic task. Most of the people who take the test are students of English who wish to apply for a scholarship, track their progress, to approve admission or accomplish an English Language Programs and people applying for visas or job positions. The test score is accepted by *More than 9,000 colleges, agencies and other institutions in over 130 countries* (Educational Testing Service. All rights reserved., 2015)

The test is offered in two different ways Internet Based test and paper based test find below a chapter with the differences between them:

The internet based test measures the four skills (reading, writing, listening and speaking); while the paper based test, due to its nature, cannot measure the speaking area of the taker. The Internet Based Test can be done in four hours, but the Paper Based Test has only 3 hours to be finished. The results for the test are sent through email or mail around 15 days after the Internet Based Test has been taken, providing feedback. On the contrary the Paper Based Test takes more time to provide the results, around 4 to 6 weeks; they are only send by mail and without feedback.

Since the paper based test option do not evaluates the speaking skill English Testing Service offers a test called Test of Spoken English (TSE) that evaluates the skill itself, this was creates since some institutions will require the score for the speaking skill and in some countries the internet based test is not yet available.

TOEIC: Test of English for International Communication

TOEIC stands for Test of English for International Communication an exam that measures listening, reading, writing and speaking, which is divide in two different

exams. TOEIC Listening and Reading Test and TOEIC Speaking and Writing Test. Both of them are paper based and they are both administered as counterpart one of the other. Both test prove English proficiency and determine who can communicate effectively in English borders and cultures. (Educational Testing Service. All rights reserved., 2015).The listening and reading test is divided into two parts. The taker will have 45 minutes to develop the listening section, for the reading part he/she will have 75 minutes. For the speaking section they will have 20 minutes to develop it, and 60 minutes for the writing part.

ETS has developed a derivate of the TOEIC named Bridge. This test is taken by English Language learners in the intermediate and advanced level, the main purpose of the test is to measure the listening and reading skills that are used in international environment, it is paper- pencil based and it is 60 minutes long with 100 multiple choice questions. The test is divided into two parts the listening and reading part.

English Testing Service does not only offer linguistic certifications, but also pedagogical ones to certify English teachers, find the description below.

Pedagogical Certifications

Praxis Series Tests

Praxis Series Test includes two tests named Praxis Core Academic Skills for Educators and *Praxis II* Subject Assessments, both oriented to measure knowledge and teaching skills in order to certificate and accredit professionals related with the teaching option.

The Praxis Core Academic Skills for Educators test (Educational Testing Service. All rights reserved, 2015) is normally taken by students who want to enter to an specific college or university that requires the score of this test in order to start teaching education programs or courses, as well some states in North America may require it as a licensing process. The test measures academic writing, reading and mathematics skills. In the other hand we have the *Praxis II* Subject Assessments which will measure knowledge of specifics subjects and subject-specific teaching

skills and knowledge. The test is administered on a computer based. It worth to mention that participant can decide if take the praxis test in a day or in two separate days with a length of two hours each. The results will be provided online 2 or 3 weeks after the test has been taken, if a printed version of the result are needed; can be arrange with the agency or registration center to be delivered (Educational Testing Service. All rights reserved, 2015)

English Testing Service combined with some other big institutions provides support to ELTeach (Teach English with Confidence) providing two different assessments One of them is called English for Teaching that provides teachers with the language needed to teach confidentially in English, this course as well provides teachers theory on how to create material to be used in the classroom, provide feedback and how to manage the classroom. This online, integrated coursework assessment and certificate program covers listening, speaking, reading and writing. The second assessment provided by this institution is Professional Knowledge Test for English Language Training; it provides teachers with the knowledge needed to make decisions in and out the classroom. Covering the foundations of language learning and language teaching and the essentials of English, this online, integrated coursework, assessment, and certificate program cultivates effective and informed teachers of English. (Educational Testing Service. All rights reserved., 2015)

Having mentioned one of the biggest institutions that run certifications in North America, we can precede to the second one, which is on the other side of the world this one is called Cambridge English. This institution offers certifications based on the Common European Framework, which is the center of the standardized language in Europe. In the next section we will describe the linguistic and pedagogical certification offered by Cambridge English.

Common European Framework of Reference for Languages

(CEF/ CEFR)

Cambridge English

(CE)

Common European Framework of Reference for Languages
(CEF/ CEFR)

The Common European Framework emerged as the result of twenty years of research trying to standardize the use of English. This was in order to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabus, the design of teaching and learning materials, and the assessment of foreign language proficiency. It took seven years to come up with this framework, created with the collaboration by several European experts. It describes the proficiency in six different levels that start from A1 to C2. Its goal is described as follow:

"The essential aim of the Common European Framework of Reference for Languages is to encourage transparency and comparability in language teaching arrangements and language qualifications. To this end, it proposes:

- ℘ A common methodology for analyzing and describing situations and choices in language teaching and learning;
- ℘ A common terminology for all languages and educational contexts;
- ℘ A common scale of levels of language proficiency to assist with goal-setting and learning outcome assessment." (Goullier, 2007, p. 6)

CEF Levels

The Europe Council established the levels of language exams on the Common European Framework used as Reference for Languages in different regions. This is called by CEF or CEFR and it is divided into six levels which are named and described in the following chart:

Council of Europe levels	Description
C2 Mastery	The capacity to deal with material which is academic or cognitively demanding and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker. Example: *CAN scan texts for relevant information, and grasp main topic of text, reading almost as quickly as a native speaker.*
C1 Effective Operational Proficiency	The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics. Example: *CAN deal with hostile questioning confidently. CAN get and hold onto his/her turn to speak.*
B2 Vantage	The capacity to achieve most goals and express oneself on a range of topics. Example: *CAN show visitors around and give a detailed description of a place.*
B1 Threshold	The ability to express oneself in a limited way in familiar situations and to deal in a general way with nonroutine information. Example: *CAN ask to open an account at a bank, provided that*

	the procedure is straightforward.
A2 Waystage	An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts. Example: *CAN take part in a routine conversation on simple predictable topics.*
A1 Breakthrough	A basic ability to communicate and exchange information in a simple way. Example: *CAN ask simple questions about a menu and understand simple answers.*

(Exam English Ltd. ALL Rights Reserved. 2014)

Cambridge English, as they describe themselves, is a unique approach to teach, to learn and to assess English. It is held by two departments of Cambridge University, which are Cambridge English Language Assessment and Cambridge University Press. Both of these entities are well known in the global market of education and language education research. They offer worldwide abroad variety of linguistics and pedagogical certifications.

Linguistics Certifications

KET: Key English Test

Key English Test (UCLES, 2015) is considered the easiest exam of the Cambridge exams. It is directed to people who want to know how well they have started their studies and if they have a basic knowledge of reading, writing, speaking and listening. The test is divided into three parts which are reading and writing (70 minutes), listening (25 minutes) and speaking (8-10 minutes). There are two versions of this test: KET and KET the difference between them stand on the last one which has content of interest to school age learners.

The reading, writing, listening and speaking sections have an outcome of 25% of the marks each. Participants will receive a Statement of Results. If the performance ranges between CEFR Levels B1 and A1, the person will also receive a certificate. Pass with distinction (B1), Pass with Merit (A2), Pass (A2). If the participant do not pass, but still do reasonably well an A1 certificate is issued.

PTE General: The Pearson Test of English General

This is a series of six exams that test ability in English in practical skills for real-life situations. There are six levels which are linked to the Common European Framework of Reference for Languages (CEF). All levels in the test are awarded by Edexcel and accredited by Ofqual in the UK (Exam English Ltd. ALL Rights Reserved. , 2014).

The Pearson Test of English General integrates all four skills and focuses on assessing the ability of communicating in English, rather than test taking skills. The tasks here are a natural continuation of what happens in the classroom, giving to the participants the opportunity to perform at their best. This exam is a scenario-based English language test designed to allow students the freedom to express themselves, show what they can do and how well they can use English. It consists of two parts: a written and spoken test. The written test evaluates listening, reading comprehension and writing skills and is graded by external auditor in the UK. The spoken test is assessed by trained local examiners and is sent to the UK for moderation. One of the most important and highlight elements of this exam is that PTE General Certificates do not expire. (Exam English Ltd. ALL Rights Reserved., 2014)

English language learners are encouraged to seek opportunities to practice the language and to confirm their progress regularly. The test uses real-life material and tasks, such as writing messages, understanding talks and newspaper articles, or participating in conversation. Through a variety of tasks that are relevant and

authentic the test will help students identify their strengths and track improvement and success.

PTE Academic: The Pearson Test of English Academic

PTE Academic is a computer-based academic English language test aimed at non-native English speakers wanting to study abroad. It tests the English on its four macro skills. This exam is a multi-level test, like IELTS, TOEFL and TOEIC (Exam English Ltd.ALL Rights Reserved. , 2014). Questions often test 2 skills together, such as listening and reading or reading and speaking. The whole test is done in a single session, lasting 3 hours and is taken sitting at a computer. The speaking part of the exam is done at the computer. The voice of the participant is recorded and sent for grading. One advantage of this test is that the results are sent in 5 days. This is a relatively new test and it is not yet available in every country.

Cambridge English: Preliminary (PET)

Based on the Common European Framework, this test difficulty is B1, in other words it is low intermediate. The structure of the test is as followed: the reading and the writing are taken together (90 minutes), the listening part (30 minutes), and the speaking part is an interview that can last up to 10 minutes (Exam English Ltd. ALL Rights Reserved, 2014). Participants of this test do it mostly for knowing if they have achieved an intermediate English Level. Once passed the PET exam it is recommended to continue studying the language since this exam is just for intermediate level. There are two versions of the test: PET and PET for Schools. Both versions have the same type of questions, the prime difference stands on PET for schools which have content of interest to school-age learners. The PET test can be done on paper-based or computer-based. The computer-based exam is available once a month. The paper-based exam is only available six times a year. It can be scored with "pass", "pass with merit", "narrow fail", or "fail".

Cambridge English: First (FCE): The First Certificate in English

Based on the CEF this test is difficulty B2, in other words it is upper intermediate (Cambridge Michigan Language Assessmentes). The First Certificate in English is the most important of the Cambridge exams. Candidates can do the FCE exam on a computer or on paper (Exam English Ltd. ALL Rights Reserved., 2014)

This established test is divided into 5 sections, and each has different timing to be developed. The reading part must be done in 1 hour, the writing, which consists of two essays, needs to be finished in 1 hour and 20 minutes. There is a section called *used of English* that lasts 45 minutes, followed by the listening part with 40 minutes and last part is speaking, an interview normally with another candidate, which lasts 15 minutes. (Exam English Ltd.ALL Rights Reserved. , 2014)

Cambridge Michigan ECCE:
The Examination for the Certificate of Competency in English

The Examination for the Certificate of Competency in English (ECCE) is a high-intermediate-level, B2 general EFL exam. The language used in the test is American-English. It emphasizes communicative use of English rather than a formalistic knowledge of English, and it is aimed at students who are able to function and perform communicative transactions in all four skill areas of the language. The language tested is 'general', rather than 'academic' (Cambridge Michigan Language Assessments). The structure of the test does not vary from others, since it contains listening, grammar, vocabulary, reading, writing and speaking. The listening part has two sections, 50 questions in total. The grammar part has 35 questions, as well as the vocabulary part. On the contrary with the reading part, which has three sections with a total of 30 questions. The writing part has one task. Finally the speaking is an interview with the examiner.

The Examination for the Certificate of Competency in English is scored using a method called aggregate scoring. Aggregate scoring allows students who are weak in

one area to compensate by being strong in another area. This means participant can fail one of the four sections (speaking, listening, grammar-vocabulary-reading, writing) and still pass the ECCE exam if the participant's scores on other sections are significantly higher than the minimum pass level. Students who fail two or more sections will not pass the exam. Generally, examinees must answer about 65% of the multiple-choice listening and grammar-vocabulary-reading items correctly in order to pass those sections.

Cambridge English: Advanced (CAE) Certificate in Advanced English

Based on the CEF this test is difficulty C1, in other words it is advanced. This test is for candidates who can communicate with confidence in English for work or study purposes**.** The CAE exam can be done on a computer or on paper (Exam English Ltd. ALL Rights Reserved., 2014).

The CAE is divided into 5 sections, and each has different timing to be developed. The reading part must be done in 1 hour and 15 minutes, the writing, which consists of two or three essays, needed to be finished in 2 hours. There is a section called *used of English* that has 5 tasks and 50 questions it lasts 1 hour, next is the listening part with 30 questions done in 40 minutes and last part is speaking, an interview normally with another candidate, that is 15 minutes. (Exam English Ltd.ALL Rights Reserved. , 2014). In relation to the scores, this exam can be pass or fail: A, B, C (pass), D, E or U (fail). The Reading, Writing, Use of English, Listening & Speaking sections each count for 20% of the marks. If the performance of the taker ranges between CEFR Levels B2 and C2, the person will also receive a certificate. The candidates do not pass, but still do reasonably well he/she is issued a B2 certificate. (Exam English Ltd.ALL Rights Reserved. , 2014)

Cambridge Michigan ECPE:

Examination for the Certificate of Proficiency in English

This is an advanced academic EFL exam. As in the Cambridge Michigan ECCE, the language used in the test is American-English. It is a test of advanced English language proficiency, reflecting skills and content typically used in university or professional contexts.

The ECPE is aimed at the C2 level of the Common European Framework of Reference (CEFR) and is valid for the lifetime of the recipient. Language users at this proficiency level can understand with ease virtually everything heard or read, also they can summaries information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. They can express ideas spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. (Cambridge Michigan Language Assessmentes).

The test takes 3 hours and has these sections: the listening with 2 sections and 50 questions, the cloze test with 1 passage and 20 questions. Next, it is the grammar with 40 questions, the vocabulary part has 40 questions. The reading 4 sections with 20 questions, the writing has 1 task. Final the speaking part of the certification is an interview with examiner.

Those who obtain passing scores on all four sections of the ECPE are awarded a Certificate of Proficiency. Those with high scores on all four sections are awarded a Certificate of Proficiency with Honors.

IELTS: International English Language Testing System

IELTS is designed to assess the language ability of candidates who need to study or work where English is used as the language of communication. IELTS is required for entry to university in the UK and other countries. This test is recognized

by universities and employers in many countries, including Australia, Canada, Ireland, New Zealand, the UK and the USA. It is also recognized by professional bodies, immigration authorities and other government agencies (Exam English Ltd. ALL Rights Reserved., 2014).

Participants can choose between the Academic or General Training versions of the test. All candidates do the same listening and speaking sections.

One of the characteristics of this exam is that it is a very complex and complete exam; therefore, the exam can last very long. The structure of the test has 4 sections: the listening part has 40 questions and it needs to be done in 30 minutes, the speaking part, which is an interview, last around 15 minutes, the reading part of the Academic differs from the General, but they both have 40 questions intended to be finished in one hour. And the writing, which is also difference in the Academic and the General exam, has two pieces of writing that needs to be done in 1 hour.

This is a multi-level test dealing with scores. Participants get a score between 1 and 9. Half scores such as 6.5 are possible. Universities often demand an IELTS score of 6 or 7. They may also request a minimum score in each of the 4 sections.

Comparison of CEF levels and scores for the various exams offered

The following chart gives an approximate comparison between the different exams. The exams all use the Common European Framework (CEF) proficiency levels:

A2
Cambridge English Key (KET)
PTE General Level 1
PTE Academic 30-42
B1
Cambridge English Preliminary (PET)
IELTS 4.5
TOEFL iBT 57-86
TOEIC 550
PTE General Level 2
PTE Academic 43-58
B2
Cambridge English Advanced (CAE)
IELTS 7.5
TOEFL iBT 110-120
TOEIC 880
PTE General Level 4
PTE Academic 76-84
C1
Cambridge English Advanced (CAE)
IELTS 7.5
TOEFL iBT 110-120
TOEIC 880
PTE General Level 4
PTE Academic 76-84
C2
Cambridge English Proficiency (CPE)
IELTS 9
TOEFL iBT 87-109
Michigan ECPE
PTE General Level 5
PTE Academic 85+

Along with the previous linguistic certifications already described, Cambridge English offers pedagogical certifications to ensure the high quality of service in teaching.

Pedagogical Certifications

CELTA: Certificate in Teaching English to Speakers of Other Languages

The Certificate in English Language Teaching to Adults is an international TEFL training and certification program. Originally known as the RSA Certificate, the program became the RSA/Cambridge CTEFLA in 1985. The name changed to RSA/Cambridge CELTA in 1996 and to Cambridge CELTA in 2001. According to Cambridge ESOL more than 10,000 candidates complete a Certificate in English Language Teaching to Adults (CELTA) course each year (UCLES, 2015).

This program is for people with little or no previous teaching experience. During the course, candidates develop familiarity with the principles of effective teaching and a range of practical skills for teaching English to adult learners. The course includes teaching practice, observation of experienced teachers in the classroom and completion of a range of practically focused written assignments. CELTA training can be full time (intensive), typically 4-5 weeks, and part time, ranging from a few months to over a year or online – combining online self-study with hands-on teaching practice (UCLES, 2015).

CELTA training courses are run at 286 approved centers in 54 countries (UCLES, 2015). They are designed by individual centers, based on specifications produced by Cambridge English Language Assessment. However, the courses are validated and certificates are issued by the University of Cambridge Local Examinations Syndicate (UCLES), a part of the University of Cambridge.

Any candidate during the CELTA course will cover five main topics as part of the course:

- Learners and teachers, and the teaching and learning context
- Language analysis and awareness
- Language skills: reading, listening, speaking and writing
- Planning and resources for different contexts
- Developing teaching skills and professionalism

The kind of assessment is continuous and integrated. Continuous means that assessment takes place throughout the course. And, Integrated means that both assessed components contribute to the overall grade.

The two components of assessment:

- Component One: Planning and teaching

- Component Two: Classroom-related written assignments

The Certificate will be awarded to candidates who meet the course requirements and whose performance meets, or exceeds, the criteria in both assessment components. Candidates who fail to meet criteria in any or all assessed components will receive a Fail (UCLES, 2015).

TKT: Teaching Knowledge Test

This test has been created for primary, secondary or adult teachers and international audience of non-first language or first language teachers of English. The test has an aim "Increase teachers confidence and enhance job prospects by focusing on the core teaching knowledge needed by teachers of primary, secondary or adult learners, anywhere in the world" (UCLES , 2015). It has three modules which can be taken together or individually in three sessions.

Modules

1. Language and background to language learning and teaching.
2. Planning lessons and use of resources for language teaching.
3. Managing the teaching and learning process.

Module one consists of three parts the time provided to complete it is one hour and 20 minutes and the number of questions are 80. The syllabus according to University of Cambridge "This module tests candidates' knowledge of terms and concepts common in English language teaching, It also focuses on the factors underpinning the learning of English and knowledge of the range and functions of the pedagogic choices the teacher has at his/her disposal to cater for these learning factors" (UCLES , 2015).

Module two consists of two parts the time provided to complete it is one hour and 20 minutes and the number of questions are 80. According to University of Cambridge This module focuses on what teachers consider and do while planning their teaching of a lesson or series of lessons. Teaching in this context is intended also to refer to assessment. It focuses too on the linguistic and methodological reference resources that are available to guide teachers in their lesson planning as well as on the range and function of materials and teaching aids that teachers could consider making use of in their lessons. Knowledge of any particular book is not required (UCLES , 2015).

Module three consists of two parts the time provided to complete it is one hour and 20 minutes and the number of questions are 80. According to University of Cambridge This module tests candidates' knowledge of what happens in the classroom in terms of the language used by the teacher or learners, the roles the teacher can fulfill and the ways in which the teacher can manage and exploit classroom events and interaction (UCLES , 2015).

In regard of grading, Cambridge ESOL uses a band in a scale from 1 to 4 being one the lowest and four the highest score. Each question carriers mark so the highest score per module is 80.

ICELT: In-service Certificate in English Language Teaching

This test is a highly practical course-based award which provides in-service teacher training and development for practicing 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.

Modular options: ICELT has been divided into two modules:

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.

Module Two: Teaching and Methodology Module. The course programs may focus on teaching adult learners, learners in primary schools or learners in secondary schools. A program will normally focus on one specific teaching context. (UCLES, Cambridge English, 2015).

Delta: Diploma in Teaching English to Speakers of Other Languages

It is one of the most important diplomas that Cambridge English can offer. It has given the Delta to the world since 2008, having as predecessor the DELTA (Diploma in English Language Teaching to Adults), which was introduced in 1999. The worldwide recognition of Delta has arrived to El Salvador, the MINED (for its acronyms in Spanish) since shows as one of the institutions that accept Cambridge English courses; this information has been taken from the official website of Cambridge English. (UCLES, Cambridge English, 2015).

In this diploma, the candidate will go under 3 rigorous modules; the last module has two options that can be chosen by the person who takes the certification. They can be taken in some countries around the world, but the home of such diploma is Cambridge English, UK.

- Module One   Understanding   Language,   Methodology   and Resources for Teaching

℘ Module Two   Developing Professional Practice

℘ Module Three   Option 1: Extending Practice and ELT Specialism

                      Option 2: English Language Teaching Management

IDLTM: International Diploma in Language Teaching Management

IDLTM is a qualification in management theory and practice in the context of language learning and teaching. It is ideal for teachers who want to step up to management roles**.**

This course requires 325 hours of study time. Typically, this begins with a 2-week, full-time, face-to-face course. The remainder is taught in a flexible way by distance learning over a 6-month period and concludes with a final online 'capstone' assignment, in which the candidate summaries what he/she has learned during the course. The course has eight units, for all units apart from the introductory unit; takers will need to complete an assignment. Assignment lengths vary from 1,000 to 3,500 words (UCLES , 2015) IDLMT.

Trinity College London

Trinity College London is an international exam board that has been providing assessments since 1877. Trinity exams and assessments are designed to help students progress. They inspire learners and mark their achievement at each stage of their development and at all levels of competence. Trinity exams are internationally recognized and fully accredited by Ofqual (Office of Qualifications and Examinations Regulation) and other education authorities in many countries around the world. Trinity College London offers pedagogical certifications:

Trinity Cert TESOL

The main course content is delivered and assessed through five units. The work for Units 1, 2, 3 and 5 is marked by the candidate's internal course tutors and moderated or sampled and checked by a member of the Trinity moderators panel at the end of every course. The moderator externally assesses the work for Unit 4.

A journal covering trainees' reflective comments on four hours' tuition in an unknown language from the point of view of the beginner, including an analysis of the key aspects of methods and classroom management that affect the learner positively and negatively (Trinity College London, 2015).

Professional awareness and development are an ongoing theme. Successful trainees must demonstrate an awareness of the needs of other colleagues in the team, teaching and non-teaching, and the value of mutual support in the teaching, learning and training environment. They must also demonstrate an awareness of the need for professional development during and after the course, based on a constructive response to training input and feedback from tutors and peers.

DipTESOL: Diploma in Teaching English to Speakers of other Languages

The DipTESOL is an internationally respected, widely available qualification. This exam is for experienced teachers of ESOL/EFL. Courses are designed around four distinct units covering several topics from the basic as the language up to deeper topics such as learners' analysis, among others (Trinity College London, 2015).

The DipTESOL is accepted by the British Council as a full TEFL qualification for teachers in its accredited teaching organizations in the UK and in its own teaching operations overseas.

Fellowship Diploma in TESOL Education Studies

The FTCL Diploma is a unique high-level qualification, accredited at Level 7 on the UK National Qualifications Framework. It is designed to recognize the achievements of experienced professionals in the field of TESOL. It is non-course based: assessed through dissertation and viva voce based on participants' professional experience in their chosen field. To be eligible to take this diploma applicants must have a Trinity DipTESOL, or equivalent qualification or they may have a minimum of three years' work experience in a senior post. Participants should also have two years' full-time English language teaching experience and three years' work experience which includes duties beyond the role of teaching.

The qualification has been designed for English language teaching professionals and senior practitioners who are engaged in significant projects as teachers, trainers, managers, curriculum designers and course developers.

III. Methodology

The different certifications in English language that are offered represent a wide variety of diverse information. Such certifications depend upon the purposes and the reasons to take, either a pedagogical, or a linguistic English certification. Gathering the most up to date information as well as the principal and more demanding certifications details were within the reasons to select a descriptive method design. The research group deliberated on the valid and relevant information based on the exploratory design questions: Who? What? When? Where? and the correlation with this particular research problem by collecting the information and presenting it in a logical order; since, this information can be considered and contemplated for further research on this topic.

The use of an exploratory design fulfilled the objectives of the research and established the research starting point in this field of English language certifications on its two main branches, which are the pedagogical and linguistics certifications, offered to students of English as a foreign language. The importance of using this design is demonstrated on the significant material related to the different certifications, providing to this research project the required data to institute the point of start on a broader and wider investigation.

Considering the topic under study and the research questions, the mixed method research approach was considered accurate to fulfill the demands that investigation required. It was intended to gather; not only quantitative, but also qualitative data by making use of different techniques and assumptions during the research development; therefore, by selecting this mixed approach the research group was eager to present a better understanding of the research problem, that if studied by either approach alone.

The mixed method research approach incorporates elements of both qualitative and quantitative approaches. Considering that qualitative data tends to be open-ended, without predetermined answers, while quantitative data usually includes close-ended replies such as found on questionnaires, makes the use of this approach

crucial in studies on education, specifically on the field of applied linguistic. As a group we believed that by selecting this approach the investigation considered the discrepancies that we have as human beings, and presented them in an understandable and practical way.

The type of research developed relies on the nature of the research itself, and following the mixed research approach selected, this research is characterized by a descriptive-qualitative and a descriptive-quantitative investigation which mostly took place along the research, and was gathered by the group members with the population and sample selected.

Among the research techniques used on this investigation are surveys, interviews to professional in the English language, and an English certification workshop. By using them, the group found out the information needed to come up with results, which looked forward to answer the research questions.

Surveys became an essential part of our research project (see annex A), since they guarantee of providing on firsthand the assumptions and knowledge from the research point of interest who were senior students from the FLD department of the University of El Salvador. Based in the sampling we were able to collect all the necessaries responses to start with the data analyses and the presentation of the results, with the limitations on mind the research group was eager to demonstrate the level of awareness on senior students regarding the certifications they might apply for academic purposes or job opportunities.

The data collection instrument, surveys, consisted of two main areas divided on linguistic and pedagogical certifications. This guaranteed the delimitation of the responses as it is done with the research topic already. This decision aimed to ensure the correct distribution of the information to facilitate and optimize the data analyses. As well the research group took into account the recommendations of the exploratory design guideline, which contemplate the surveys, however as a pilot attempt, the research group went further and submit the students to a second chance to complete the survey once the workshop on pedagogical and linguistics English certifications

was developed to measure not only the new information delivered, but the reactions of students toward this relevant information.

A workshop on English certifications and its types was offered to a selected group of senior students (see annex B). And based on the fact that the original results on the pilot surveys were poor, the main goal of the workshop consisted on presenting to the participants the different English certifications available to validate their English learning and teaching knowledge.

Interviews were intended to provide the professionals´ point of view and their knowledge regarding the English certifications (see annex C), on both of the branches the linguistics and the pedagogical field. These interviews had a structured guide. All the techniques required the participation of all the members of the research group.

The data analyses mainly took place using the information gathered from the final surveys, workshop as well as the information given from professionals regarding the topic. Using these facts the research group collected and gave a quantitative and qualitative analyses of the results. As well as the presentation of these results by using graphics that represents the level of awareness from senior students about the topic.

IV. Sample

The total of the universe in this research were the students from Seminar II class. There were two groups, the first group from the morning with a total of 58 students, and a second group in the afternoon with 63 students, both from the Bachelor of English Language Teaching Option, during the second semester of 2014.

To select a representative part of this total (121 students) a type of probabilistic sample was used. Since the universe was formed with two groups with different total of students the formula used needed to be adjusted to know the real amount of students from each group that will become part of the sample. The probabilistic sampling was used as followed:

$$n^1 = \frac{S^2}{V^2} = \frac{P(1-P)}{V^2}$$

Adjusting:
$$\frac{n^1}{1+ (n^1)/N}$$

Calculating strata:
$$fh = n/N$$

N = Total population

n = Sample size

S^2 = Variance of the sampling

V^2 = Variance of the population

$$n^1 = \frac{0.9(1-0.9)}{(0.015)^2} = \frac{0.09}{0.000225} = \textbf{400}$$

Adjusting:
$$\frac{400}{1+ (400/121)} = \frac{400}{1+3.3057} = \frac{400}{4.3057} = 92.90 = \textbf{93}$$

Calculating strata:

Group 01 = 58

Group 02 = 63

fh = 93/ 121 = **0.7685950413**

G01 = 58 x 0.7685950413 = 44.57 = **45**

G02 = 63 x 0.7685950413 = 48.42 = **48**

Now, knowing the sample size (93), and after calculating strata, the final size of the students taken to be part of the sample are 45 students from group 01, and 48 students from group 02.

V. Data Gathering

A. Elaboration of the instrument

Variables	Indicators	Questions
Certifications in general	℘ General knowledge of certifications ℘ Purpose of certifications ℘ Places to take certifications	℘ Do you know any of these certifications? Check the ones you know. ℘ Do you know the purpose of a certification? ℘ Do you know any place in our country where you can take the exams for a certification?
Linguistics certifications	℘ Names of linguistics certifications ℘ Places to take them ℘ Process to follow ℘ The price of a linguistic certification ℘ Benefits offered	℘ Which of these certifications that measure linguistics competencies do you know? ℘ Do you know any institution in El Salvador where you can take any of the previous certifications? ℘ Do you know the process to take a linguistics certification? ℘ How much do you expect to pay for a linguistic certification process? ℘ Would the price influence your decision about taking a linguistics

		certification?
		℘ Which of these benefits would be a reason for you to take a linguistics certification?
Pedagogical certifications	℘ Names of pedagogical certifications ℘ Places to take them ℘ Process to follow ℘ The price of a pedagogical certification ℘ Benefits offered	℘ Which of these certifications that measure pedagogical competencies do you know? ℘ Do you know any institution in El Salvador where you can take any of the previous certifications? ℘ Do you know the process to take a pedagogical certification? ℘ How much do you expect to pay for a pedagogical certification process? ℘ Would the price influence your decision about taking a pedagogical certification? ℘ What of these benefits would be a reason for you to take a pedagogical certification?

B. Pilot test

With the purpose to validate the instrument created to gather the information a pilot was administered to students from the sample.

Students did not have any questions and they did not need extra help to answer the survey, therefore it can be said that the pilot instrument was understandable.

Typos were discovered at the moment of checking the students' answer, but were corrected and a final version of the instrument was sooner administered to students from the sample.

C. Data codification

Once the instrument administered and the finally having the answers from students the team created the data codification to enter the answers one by one into a file.

Computer analysis was done with the help of SPSS, which is a statistic software mainly used in statistics to facilitate the data base creation and data analysis (IBM SPSS Data Collection).

A permanent file was created as follow: first, every option for all the questions had a given number that were from 1 up to 4. Second, all the members of the research group participated in this stage of the investigation to avoid making mistakes and the data was entered into the document. And finally, after entering all the answers from each survey graphs were done for every question, a process called univariate analysis and besides that, there also was a comparing process for answers obtained in the survey with two different items, this is best known as bivariate analysis.

VI. Data Analysis

A. Univariate Analysis

General knowledge about certifications

Question 1
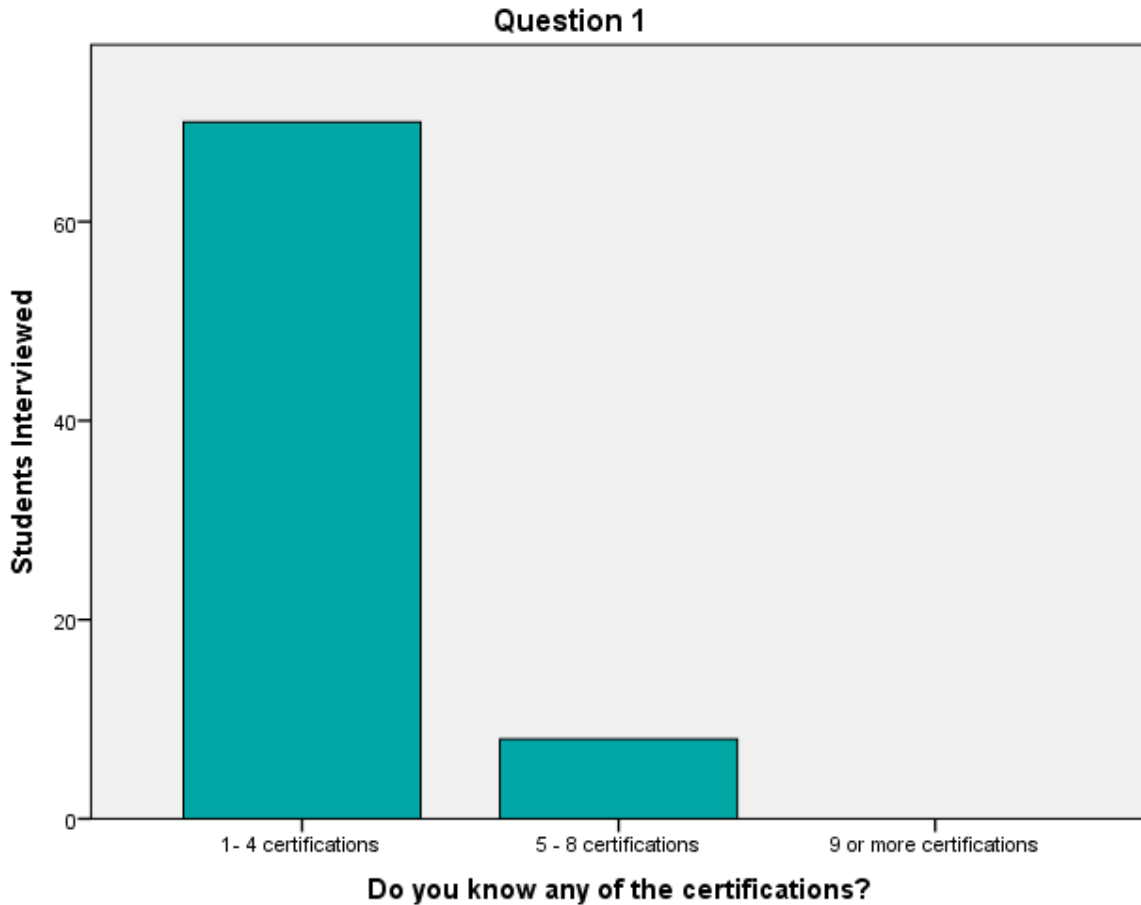
According to the results more than 60 students from the sample know more than just one certification, including Linguistics and Pedagogical, but no more than 4 certifications. The ones that know from five to eight are less than 20 students; and nobody knows more than 8 certifications. Being this two last findings something negative to the future professional life of the students since there are many more than just one or two certifications that they can take to measure and be a written proof of their knowledge.

Question 2

**Do you know the purpose of a certification?**
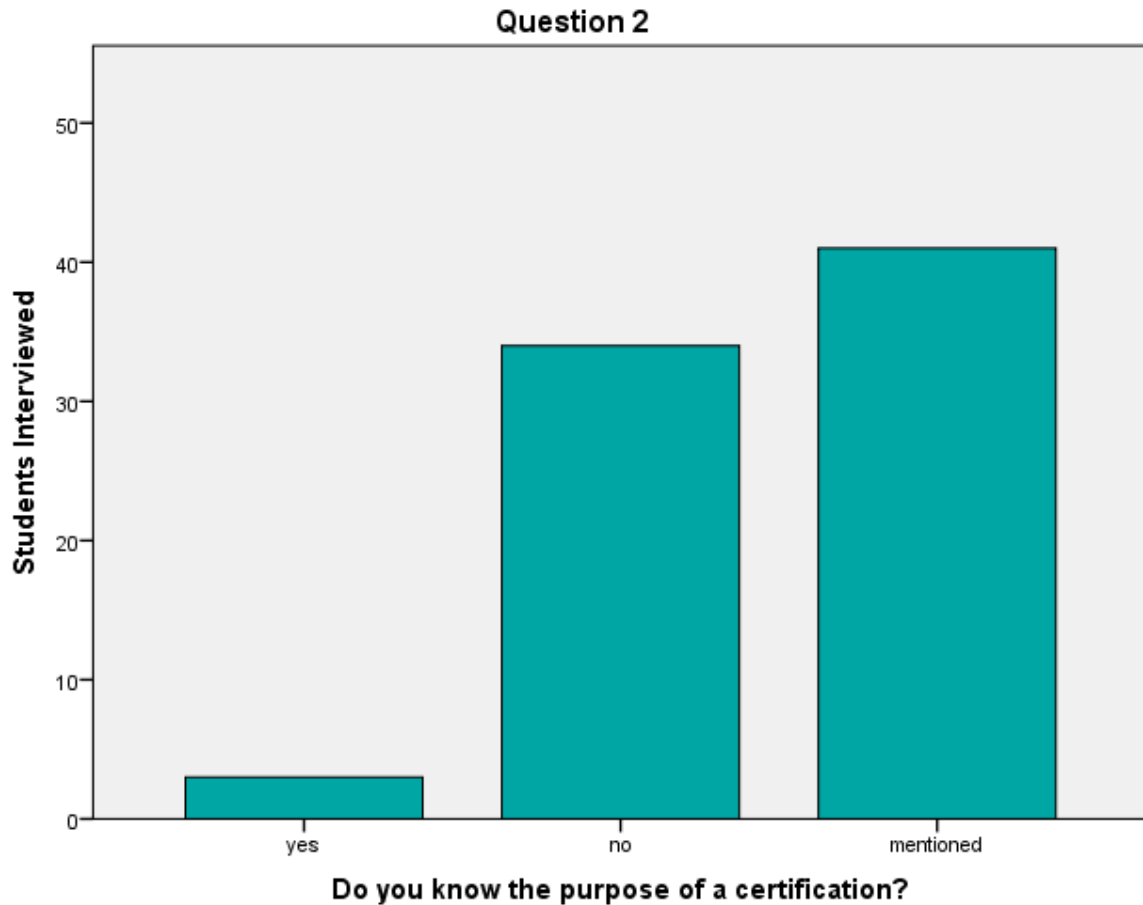
As a consequence of the last result shown in this chapter we can infer 60% percent of the students from the sample know what the goal of a certification is, or at least have an idea of what this could be for. 40% of the participants were honest and have to choose the "no" option, showing that they do not know the objective or goal of a certification, either linguistics or pedagogical.

Question 3

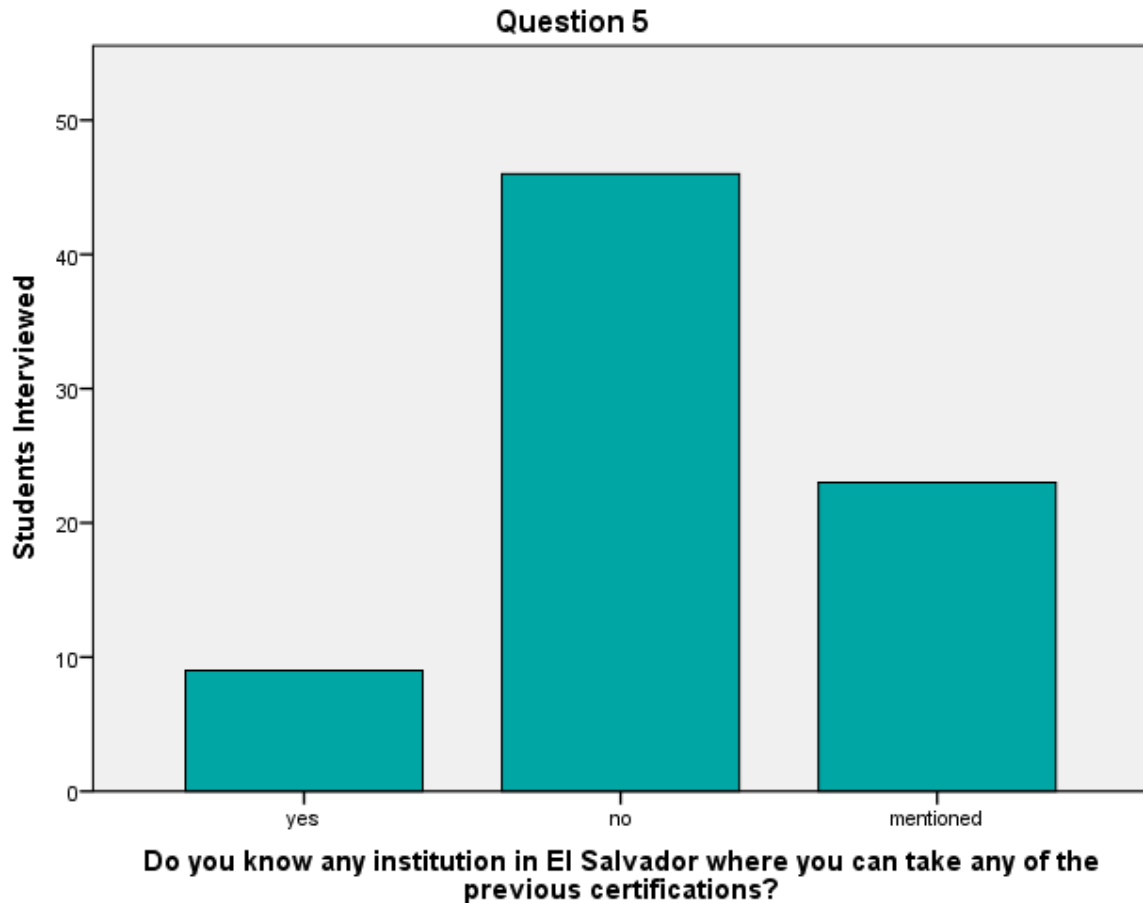Do you know any place in your country where you can take a cert?

In relation to the previous chart here we can infer that even though students from the sample know what the purpose of a certification is. They do not know where the certifications test can be taken in the country, 60% of the answers reflect it. However, the 40% of the students interviewed know at least one place in the country that runs certifications, and they even mentioned some places; such as CCSA, located in San Salvador and ITCA, located in Santa Tecla.

Linguistics certifications knowledge

In the theoretical framework a chapter is dedicated to Linguistics certifications, therefore, in the survey to students this need to be taken into account. The following six charts are with the purpose of showing the information the students know about such certifications.

Question 4

Which of these certification that measure linguistics competencies do you know?
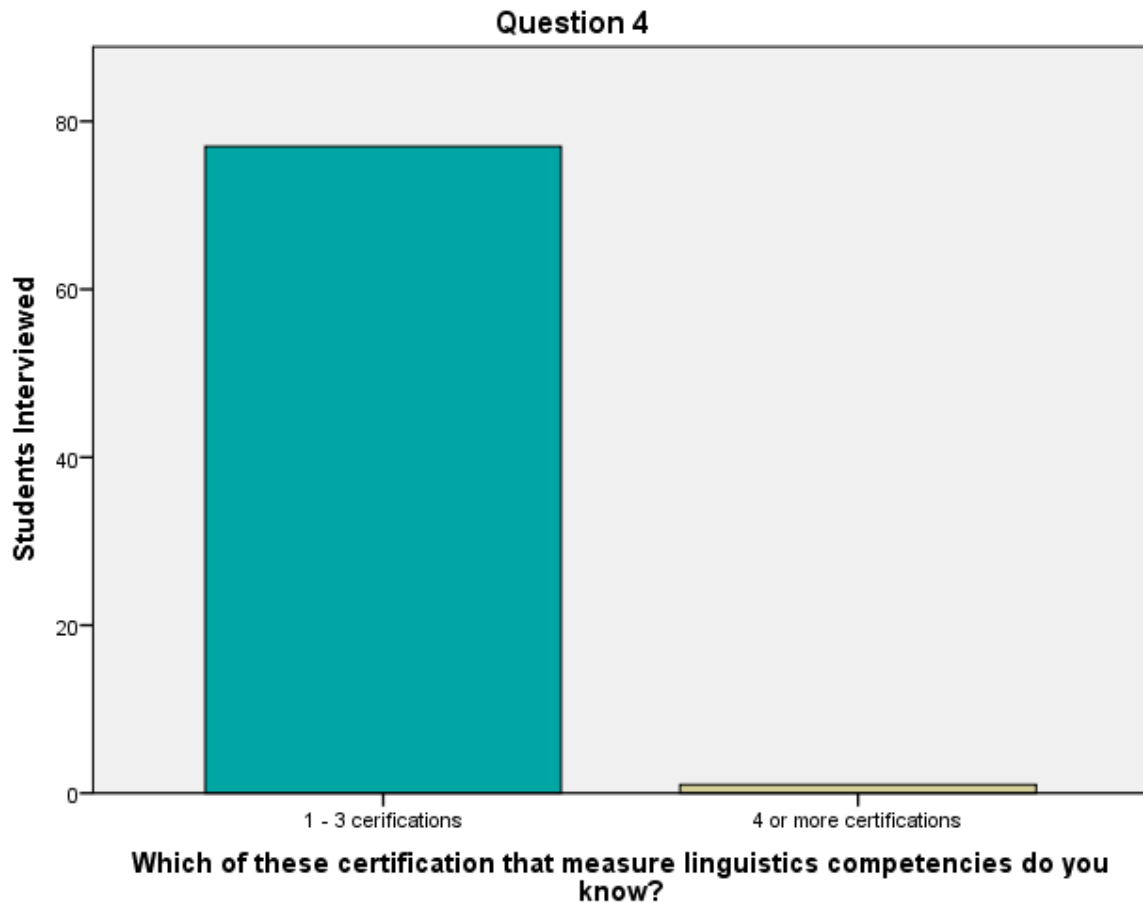
Focusing only in linguistic certifications offered worldwide, the results of this graph shows that more than a 90% of the students interviewed know between 1 and 3 certifications. Among some of the most recurrent certifications we can mention TOEFL, from the ETS certificate Institute, and TOEIC. Less than 10% shows that the sample does not know about the other certifications mentioned in the survey.

Question 5

Do you know any institution in El Salvador where you can take any of the previous certifications?

It is noticeable that the majority of the students from the sample do not know any place in the country where they can take a linguistic certification. Therefore it can be assumed many possibilities that make students somehow ignore about the existence of the places recommended to take standard test. One of the possibilities is that in class students are not taught about such test. Another one, students' lack of awareness of the importance of an established tests and are not getting informed anything about them, or simple they might believe the tests are not important.

Question 6

Do you know the process to take a linguistic certification?

Being "the lack of awareness" on certifications the topic of this research this is one of the most significant findings that we can obtain. Now that the sample show that great majority of the students do not know more than three linguistics certifications, students are also saying they ignore which are the steps that any taker will have to follow to get scored in a standardized way. And just a few of them know this process.

Question 7

How much do you expect to pay for a linguistic certification process?
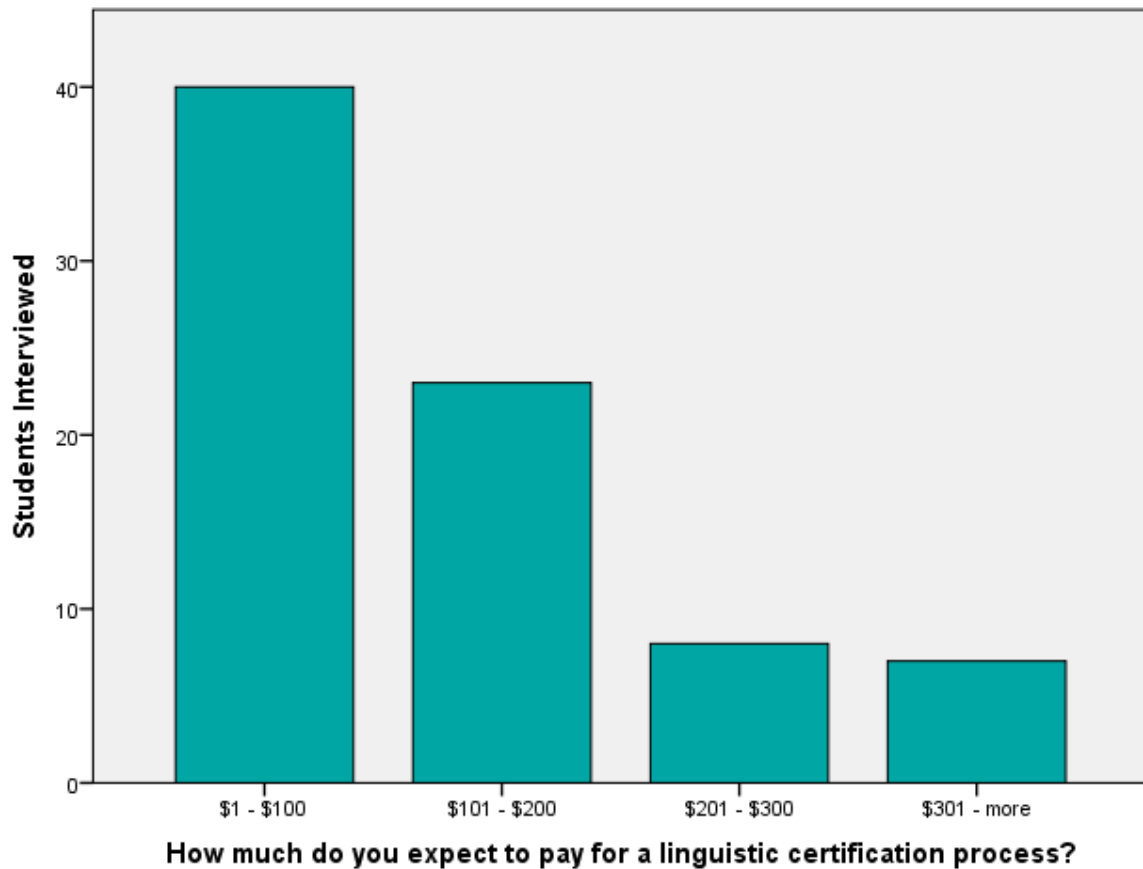
In the graph it can be appreciated that 40 of the students interviewed consider up to $100 a reasonable amount to pay for a test of this type. As an example of a test of this amount the price of the TOEFL gets in. One of the institutes in the country offers such exam in a variety of prices, according to the investigation carried out in this research. Some other students expect to pay more than $101 but less than $200. And a few of them believe that they will pay from $201 up to $301.

Question 8

**Would the price influence your decision about taking a linguistic certification?**
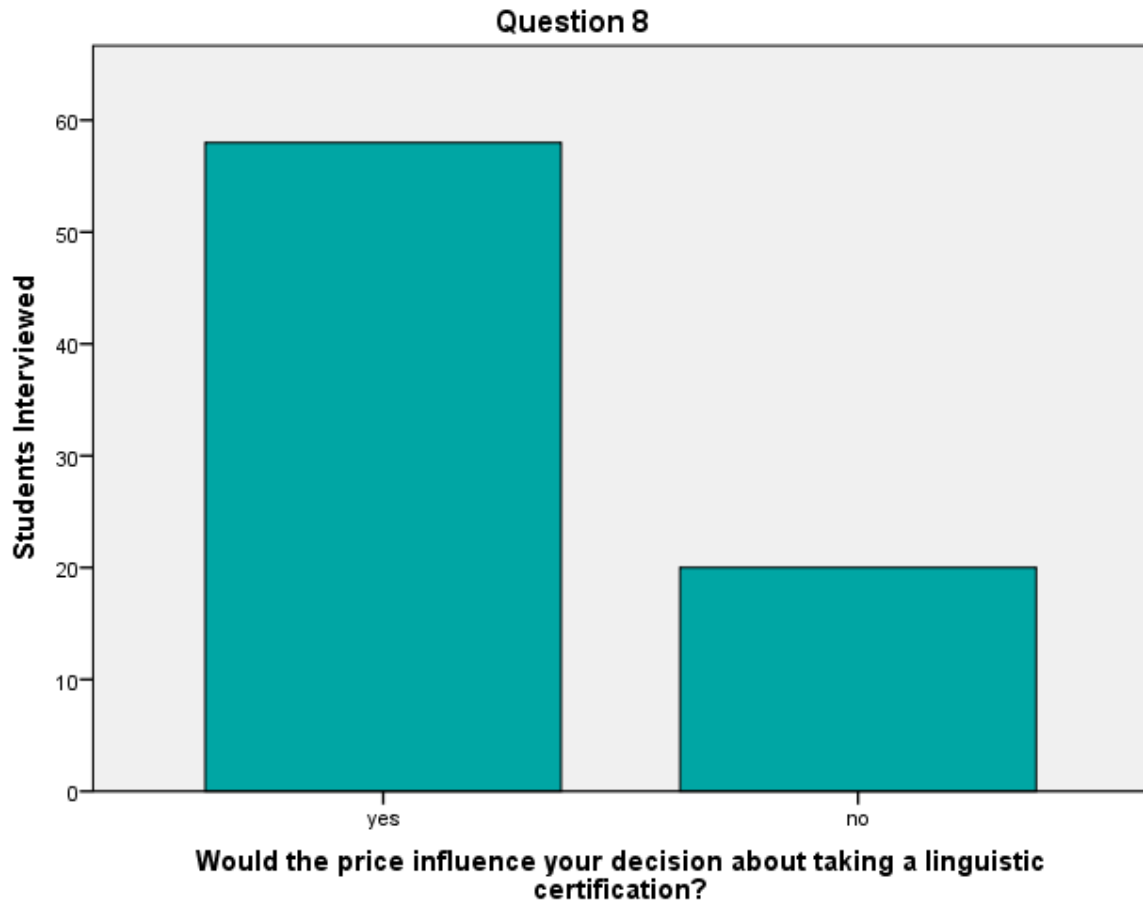
According to the students from the sample the price is a big factor that influences in the decision of taking or not a certification. Although the price may be high for some students for others can be affordable. Also it is important to mention that in regard of the price, the benefits of having a certification assessment is useful depending of the need of every person. Since each standardize test has its own purpose, some can be to show the knowledge of English for a scholarship, others for a job and some others for citizens applications.
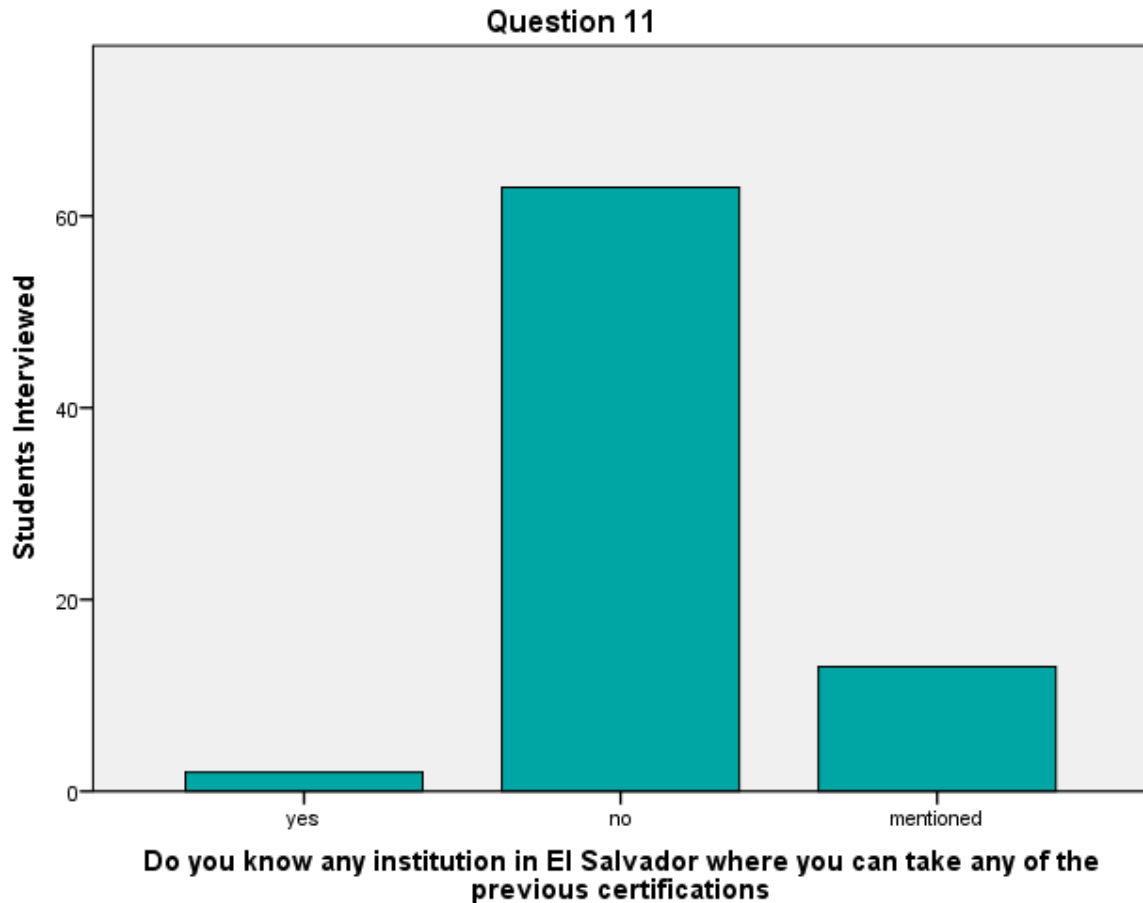
Question 9
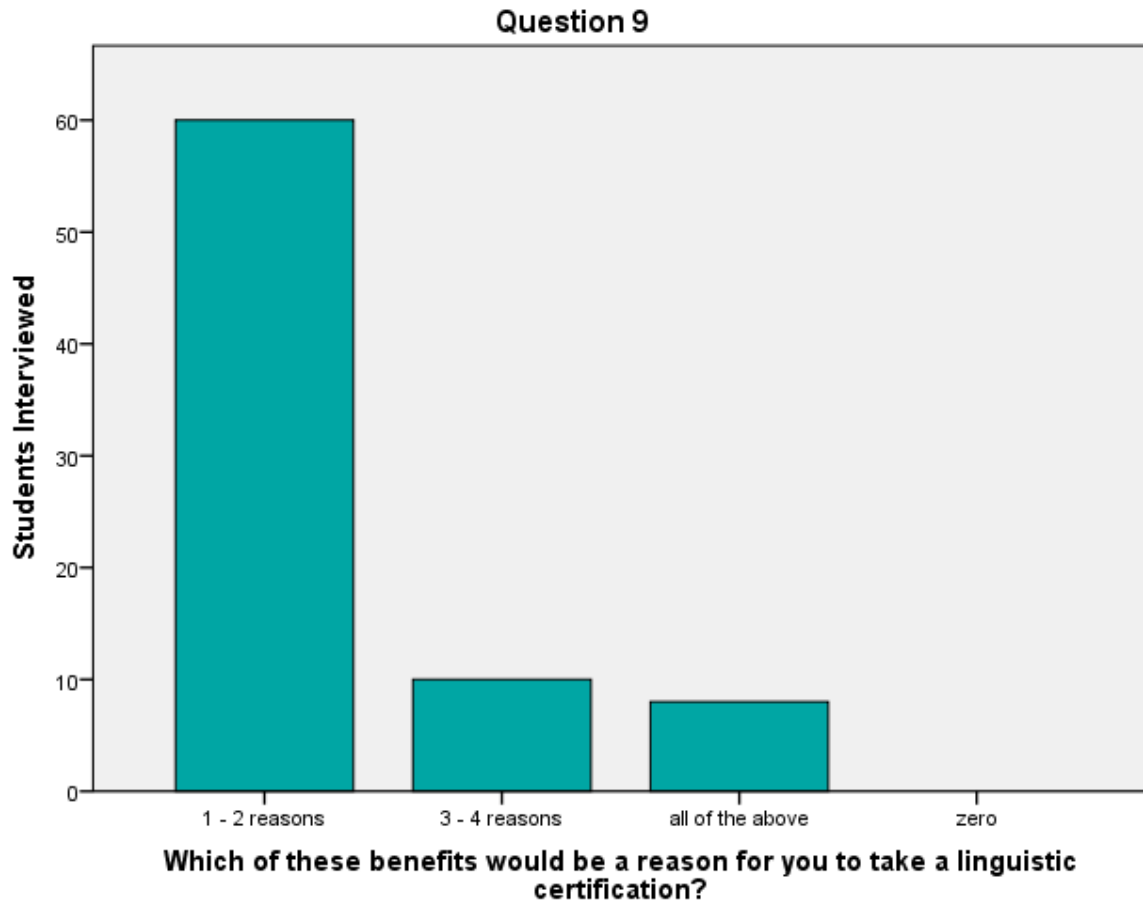
The majority of the students interviewed agree with the opinion that two benefits are enough to take a certification in their life as speakers of the English language. Here there are the benefits offered in the survey: the first one is being eligible for a scholarship, next is being eligible for a job position, as it happens in some of the English language institutes in this country. Benefit number three is having the opportunity of teaching abroad and the last one is being aware of your linguistics competencies.

Pedagogical Certifications knowledge

Another chapter was also written to explain how pedagogical certifications work and here are the last charts of the survey.

Question 10

Which of these certification that measure pedagogical competencies do you know?
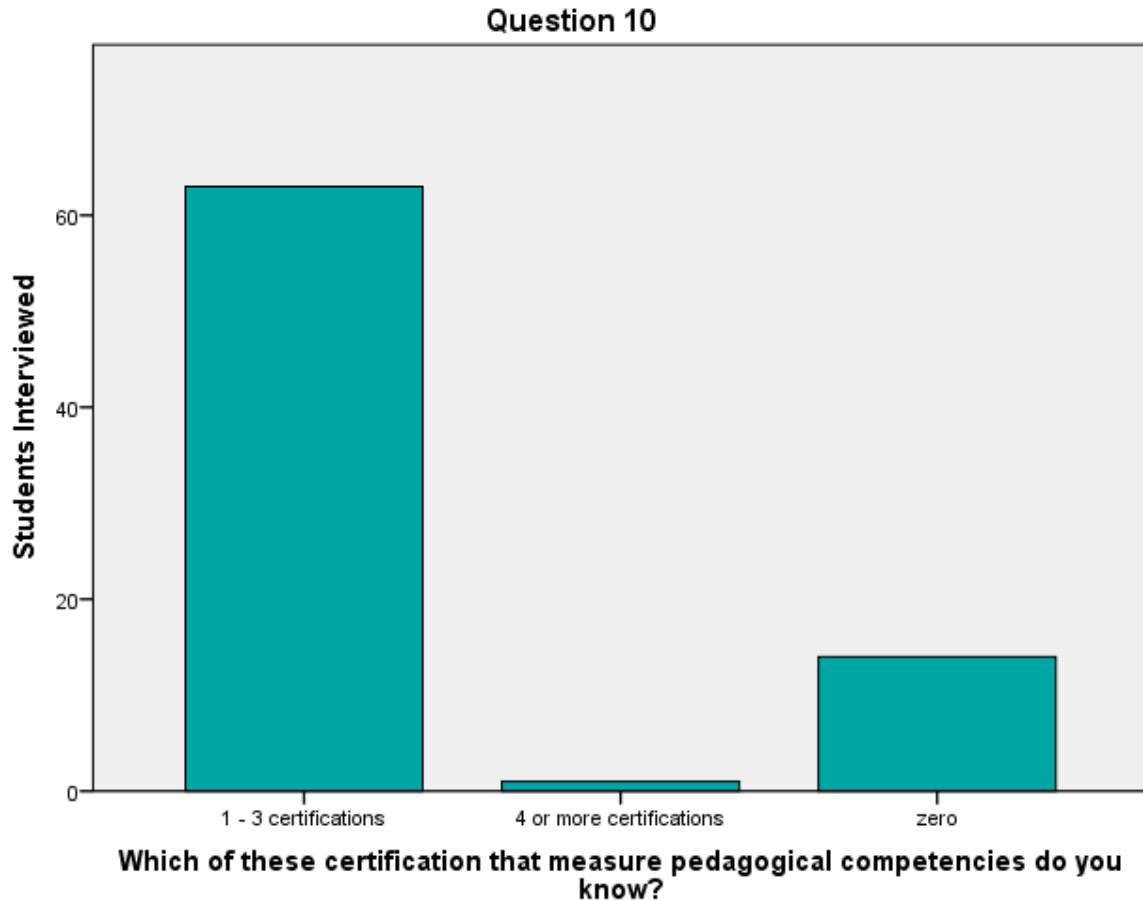
In comparison to linguistics certifications, pedagogical certification are less known from students of the sample. They are not as common in their environment, as students but, not for that less important. The chart shows that the majority of the students could recognize a maximum of three certifications from the ones given. The negative side of this question is from the students that do not know any of the certifications, this is really preoccupied since, they are in the last year of the mayor and they may need any of the pedagogical certifications if they want to teach.

Question 11

Do you know any institution in El Salvador where you can take any of the previous certifications

It is visible that the majority of the students from the sample do not know the pedagogical certifications; therefore, they ignore the places that run such certifications in the country. This is something really negative, as mention in the previous analysis, since some if not all of the most recognized places that dedicate to teaching English in the worldwide ask as a requirement at least one of the pedagogical certifications that prove the knowledge that the person has about this topic. Which is something positive since the goal of this is standardize English.

Question 12

Do you know the process to take a pedagogical certification?
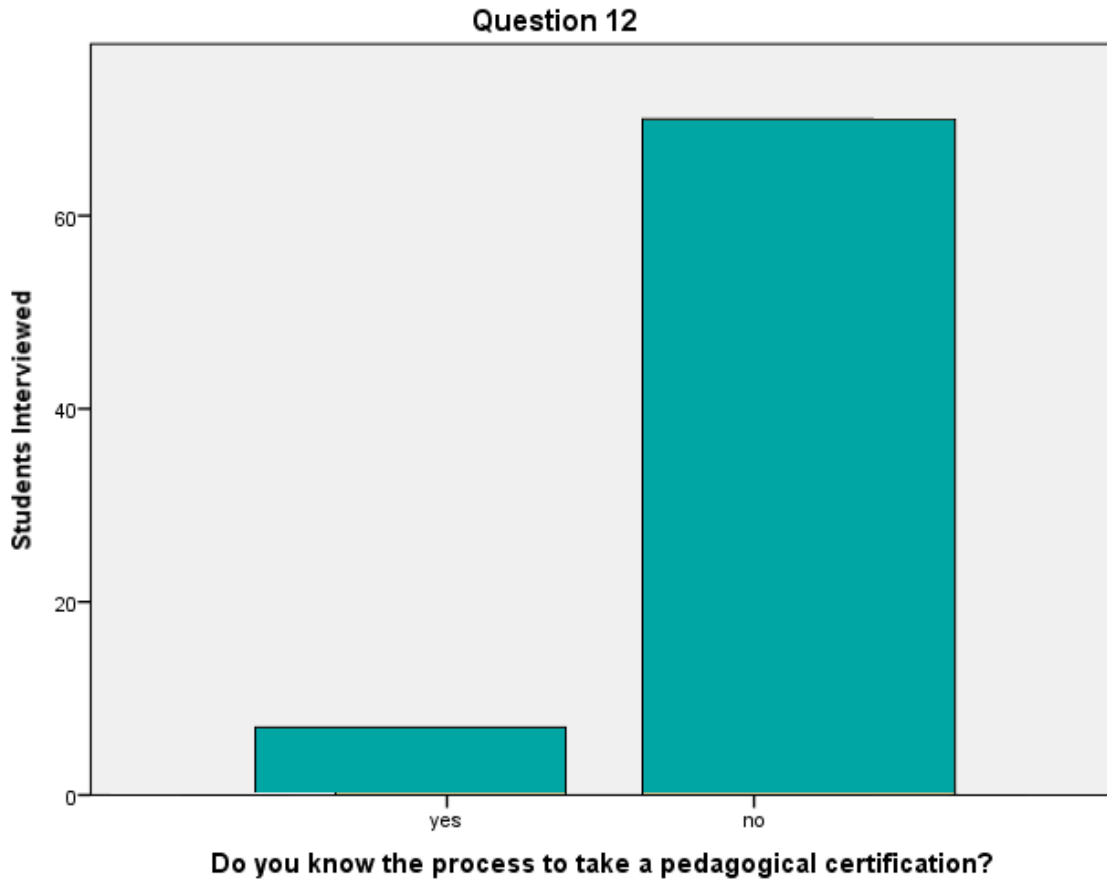
The process to take a certification is pretty simple in the majority of the cases. A person needs to go to the place that offers certifications, ask for the date and time of the certification needed, pay for the standardized test and wait for the day of the exam; not forgetting about getting prepare for such an important test. However, the 90% of the sample just ignore the process. The reasons can vary a lot, from thinking that a certifications is too expensive for the person, up to believing the certifications is not needed. In the life a student of English, especially for the Teaching Option, a certification will come in the way sooner or later. Certifications open doors to travel abroad with a scholarship of get a job in a multinational institution.

Question 13

How much do you expect to pay for a pedagogical certification process?
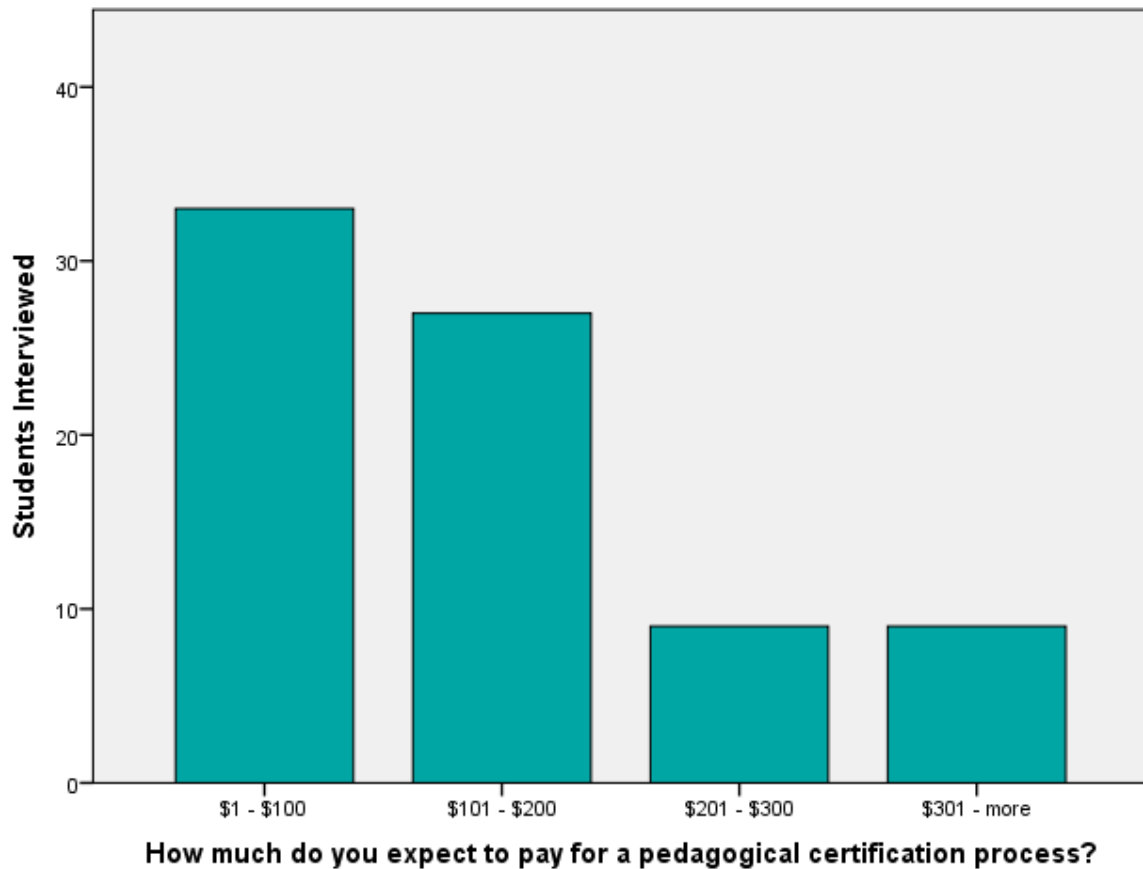
Going back to the previous questions related to monetary and linguistics certification, we can observe that students from the sample expect to pay no more than $100; most of them put that on sight. But there is also a little change, now more students in comparison with question number 7 consider that pedagogical certifications are more expensive than linguistics certifications. And, they are right, some websites visited, while doing this research, mention the prices of their standardized test and they can be a little high for the usual prices of linguistics test available in El Salvador. Even some of the most expensive certifications are not only one test, but a complete course that can last weeks; these courses usually come from Europe.

Question 14

**Would the price influence your decision about taking a pedagogical certification?**

It is visible in this chart that most of the students consider the economical factor as an element that influences their decision on taking or not a pedagogical standardized examination. Although the fact of having a certification is a plus in any job they hesitate in taking an exam, it can happen because some pedagogical certification are way more expensive that linguistic certification. On the other hand, linguistics certifications are valid in some institutes or academies that look for a job position of a teacher. Although, such certification does not reflect what the person know about teaching.

Question 15

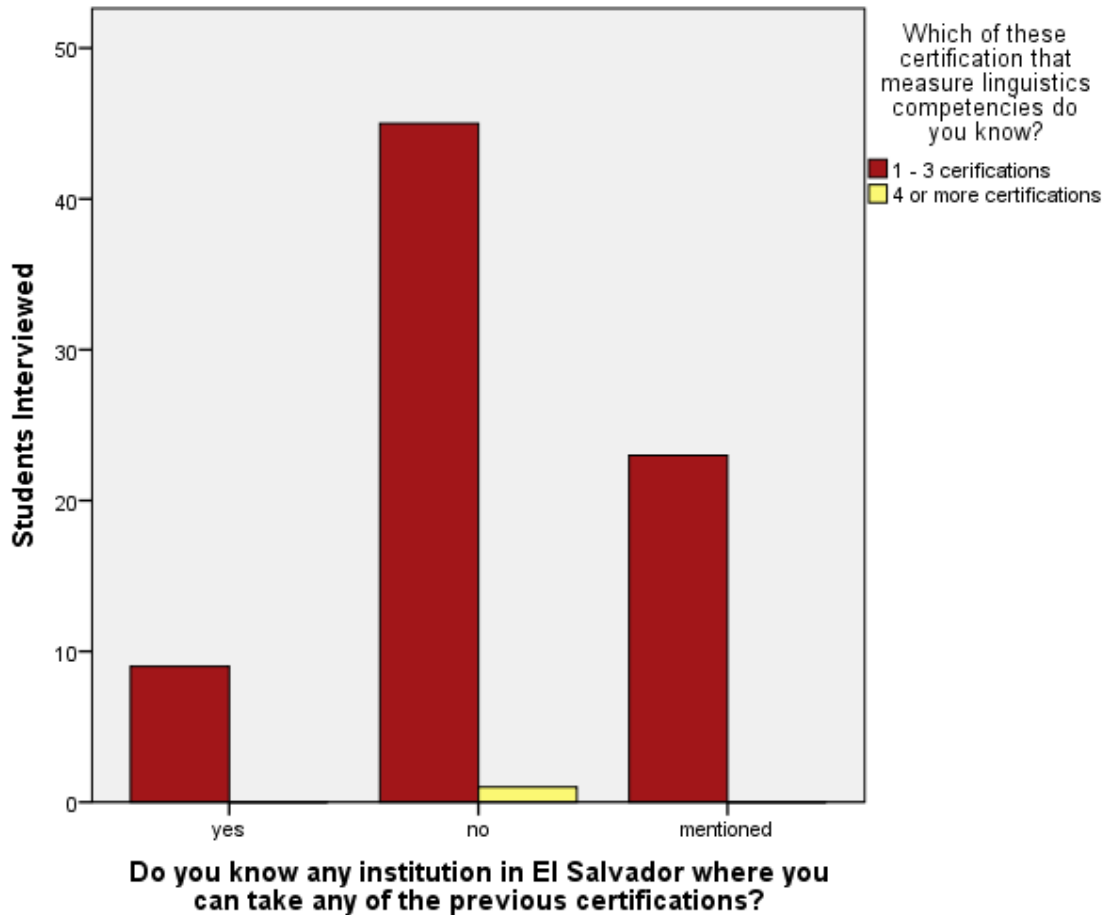What of these benefits would be a reason for you to take a pedagogical certification?
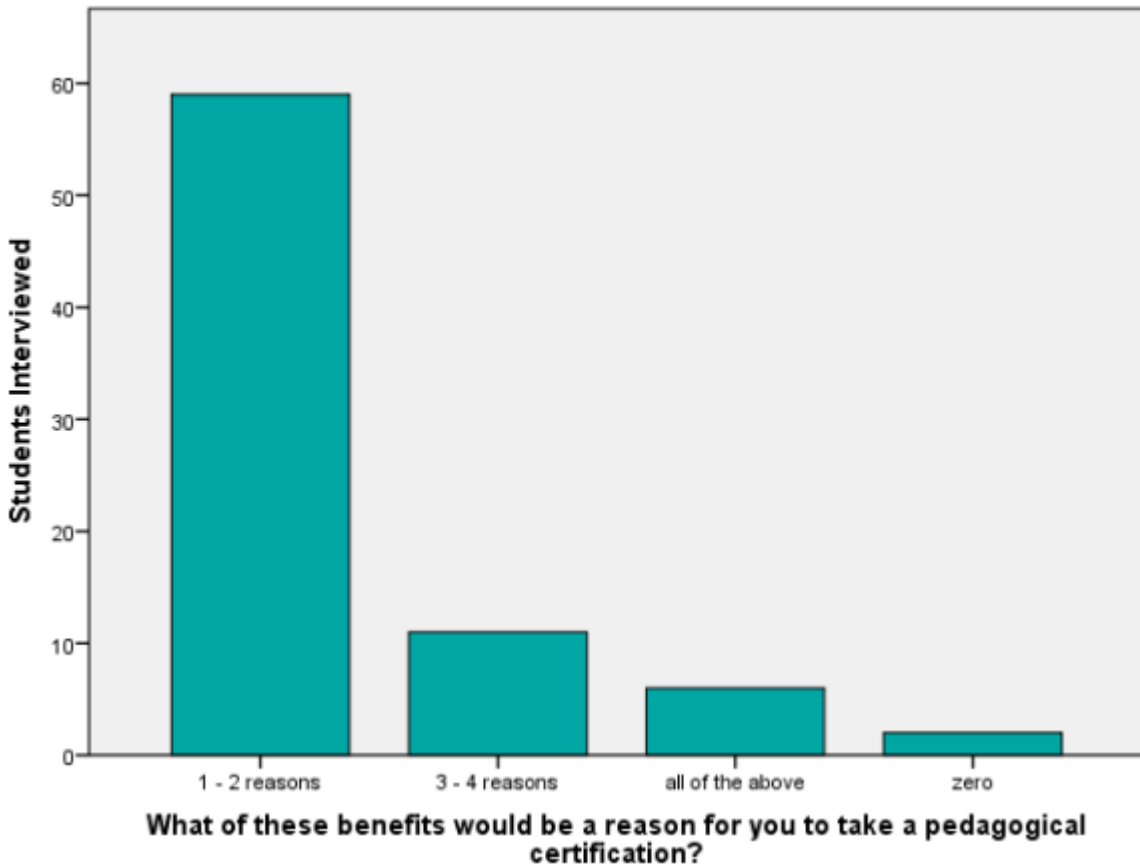
The results obtained in this question shows that most of the students believe that among the many benefits of taking a pedagogical certification two of them were frequently checked. Students inferred that two is enough to get under a standardized pedagogical test. Some others consider that all of the reasons, or benefits, are important at the time of deciding whether to take a certification or pedagogical course or not. The benefits mentioned in the survey list as follow: first, being eligible for a scholarship, being eligible for a job position, having the opportunity of teaching abroad and the last is being aware of you pedagogical competencies.
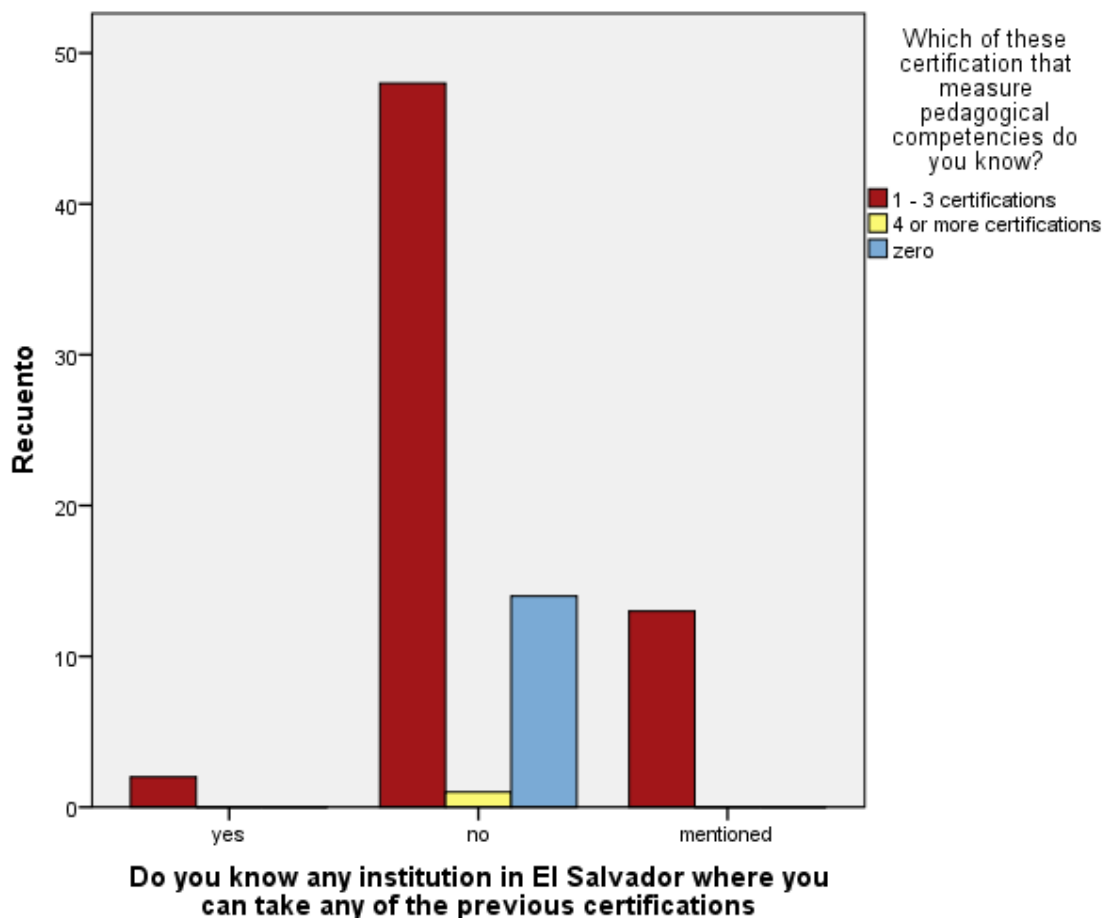
B. Bivariate Analysis
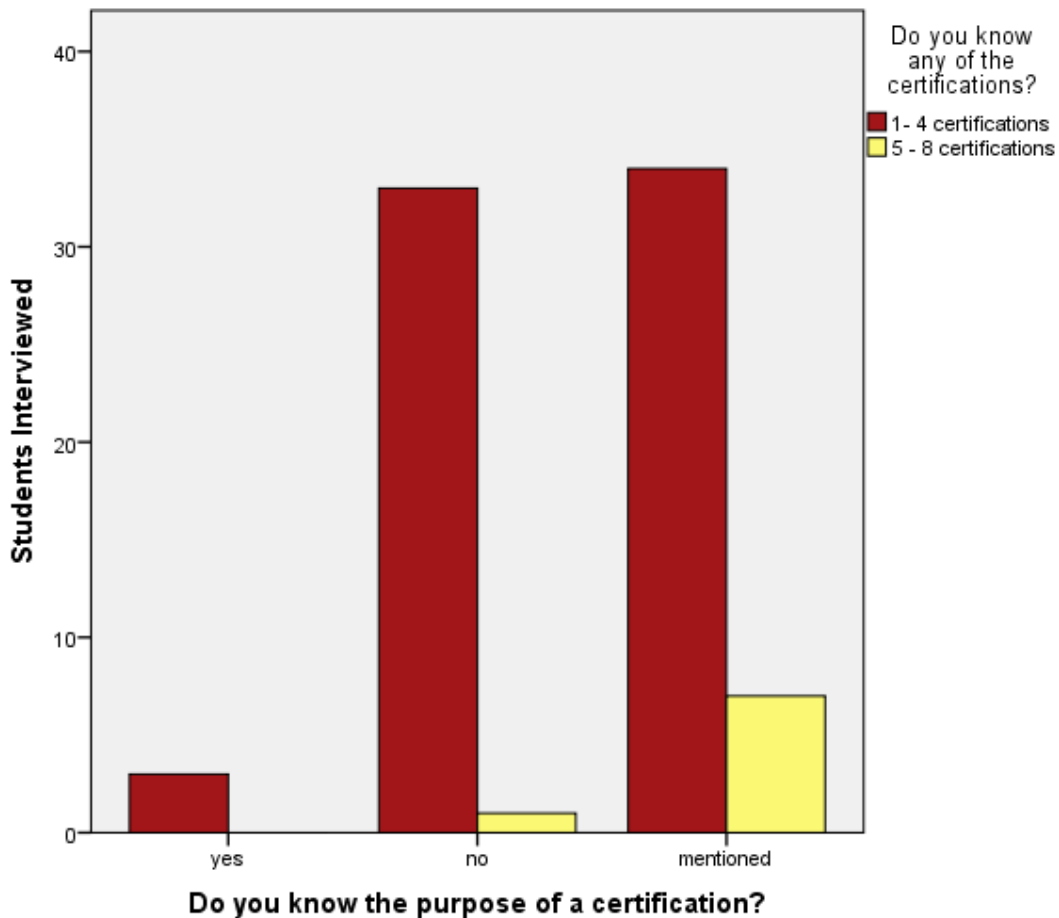
It is possible to appreciate with this chart that students from the sample are aware of the purpose of a certification, however the majority knows less than four certifications listed in the survey. This is something possible to obtain from the sample, since it shows that students know what the certification is for. Although students are not so familiar to the majority of the certification they do have an idea of what is the main goal, and the purpose of certifications. As a consequence of this, they might now feel the need to know more and be more aware of what are the requirements that institutes or schools ask for at the time accepting new employees.

Which of these certification that measure linguistics competencies do you know?
- ■ 1 - 3 cerifications
- □ 4 or more certifications

Do you know any institution in El Salvador where you can take any of the previous certifications?

According to this graph most of the students from the sample know up to three linguistics certifications out of the six listed in the survey. It means that they are 50% aware of the tests that they may face in their career. However, they do not know where to take such certifications, or if they are even available or not in the country, since not all of them are. This made anyone think weather students are ready or not to be in the real world as teachers of the English language or just English speakers. Being that, as professionals they must be aware of the possible institutions where they can work at, and identify the institutions that certificates depending on the area they are.
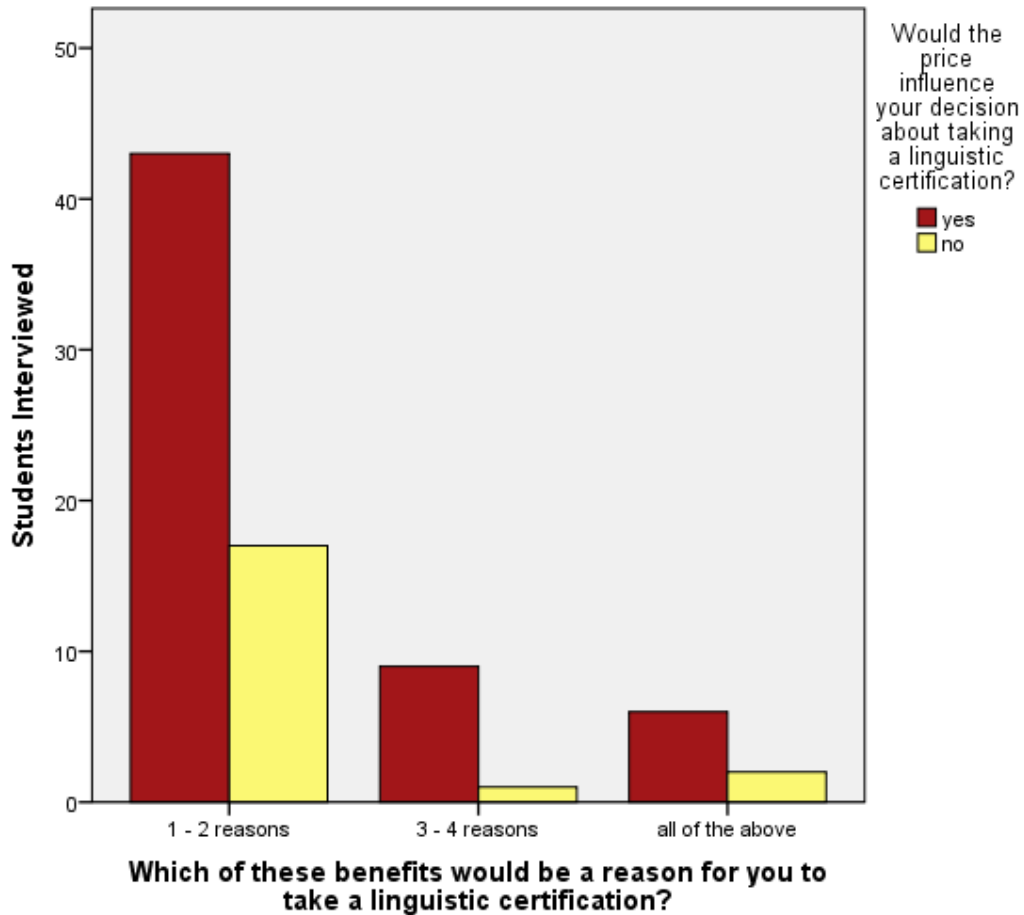
Many of the students from the sample consider that they may be influence by the price of the certification that they may be interested in, but some of them do not think that the cost to take a certification can be a factor that will influence their decision to take the exam. On the other hand, a list of four benefits was shown to students and they believe that two are enough to make the exam. The majority from the students who believe the price as an influence factor also show they are interested in two or one benefit that standardized tests offer.

Which of these certification that measure pedagogical competencies do you know?
- 1 - 3 certifications
- 4 or more certifications
- zero

Do you know any institution in El Salvador where you can take any of the previous certifications

Talking about linguistics certification is very different from talking about pedagogical certifications as is visible in this chart. Although many students from the sample know from one certification up to three, they ignore the place in El Salvador where they can take any of the exams they know. Something that can be highlighted from the answers is that although students are not so familiar with pedagogical certifications, fewer than 15 students know a place that runs these certifications and they can share that information with others.

Which of these benefits would be a reason for you to take a pedagogical certification?
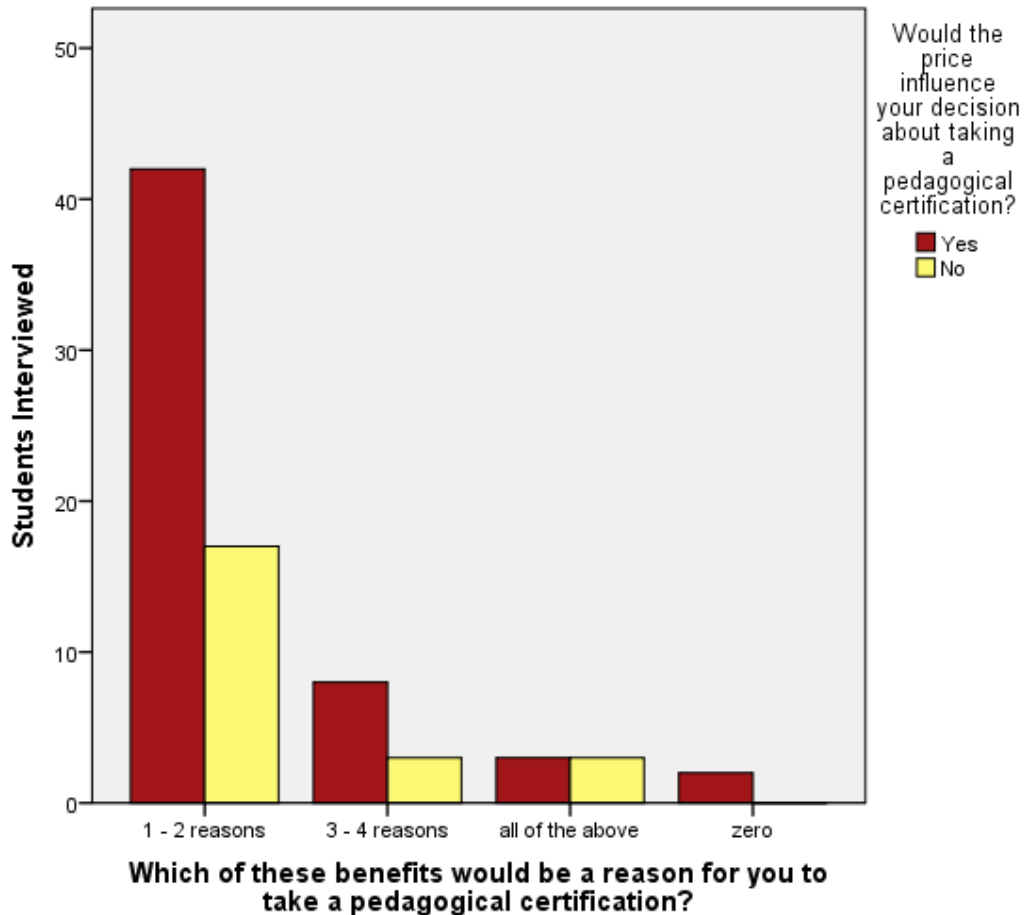
It can be said from the results that the economical factor influences highly in the decision to take or not a certification. Students are conscious of the economy situation and the high cost of the education in En Salvador. And even though, the benefits can be appealing to have more knowledge to teach or speak the language, or to have a "better" résumé, they might say no and quite on taking a certification. On the other hand, it they have the opportunity to be immersed on a TESOL course or be part of the people who have taken any certification two or three benefits that certifications give are enough to say yes.

C. Research Questions' Answers

℘ **What is a certification?**

A certification is a standardized test that aims to measure and present the results of the knowledge being tested and make it official (© 2015 Merriam-Webster, Incorporated). A certification can also be a complete and complex curse with the duration of days, weeks or even months according to the need of the taker.

In the English speaking field usually this sort of certification can take place in a regular classroom with a row-seating arrangement or it can vary up to be taken in groups. Standardized linguistic test in general measure the four macro skills in the taker (listening, reading, speaking and writing).

Pedagogical standardized tests for the English language differ from common linguistics certifications. This kind of certifications can be found in paper-based test that measure the following skills: classroom management, syllabus designed, course planning, lesson observations among many others; opposite to, a complete course with 3 modules or more where teachers need to write essays about several topics, present lesson plans, and practice giving classes in real context. This can be done within a whole year if the certifications demands.

℘ **Why do senior students from the Foreign Language Department in the University of El Salvador need to be aware of certifications?**

Senior students from the Teaching Option major need to be aware of the certifications offered in the world because, if they look forward to teach; first, students need to be aware about where is their level in the language, that means, what they are doing well and what need to reinforce in order to communicate effectively in the target language. Second, students will be ask for a pedagogical certification in any stage of their carriers, mostly if they want more than just teaching in a school, having already the skills it is possible to teach abroad.

℘ **Which are the institutions that certificate English Teachers in El Salvador, according to MINED?**

In this country there are some institutes accredited not by the MINED, but by recognized and very important institutions worldwide. However, they are only in the linguistics field. The Ministry of Education in El Salvador has a standardized test that certificate teachers in the regular areas of educations, this test is called ECAP, by its initials in Spanish.

E. Which are the institutions that offer certifications around the world?
- ETS (English Testing Service)
- CE (Cambridge English)
- Trinity College London

℘ **Which are the institutions that offer certifications in El Salvador and which ones are offered?**

Here are some of them: Centro Cultural Salvadoreño Americano, well known to prepare Salvadorans from kids up to adults in the linguistic area of the English language. The most taken exam in this institution is TOEFL from the ETS house, with more than 200 takers per year. Another institution is the British Institute of Languages that works as a bridge between El Salvador, also some Central American countries, and British Council combined to Cambridge University.

D. Combined Analysis

Students' answers from the survey

Professionals in the English area

Workshop participants

In the following analysis the research group presents the results in a triangulation way. This analysis took the information gathered from the data collection instruments that were administered to senior students of Seminar II, professionals in the English area (see annex C) and the participants of the workshop hosted by the research group; with the main purpose of comparing the knowledge that students should have and what professionals should share openly to students.

℘ **Do you know any English certification and its purpose?**

Based on the results of the survey the majority of senior students from Seminar II know no more than four certifications. However, they are aware of the purpose such tests have. Professionals in the English area answered, in a positive way. Besides, awareness about English certifications is evident among most of the participants, senior Seminar II students and workshop participants have the general idea of these as a technique to measure and validate knowledge about the English language. On the other hand and as the negative side, students are not familiar to the majority of the certifications listed on the survey, since they were able to identify only a few of the wide variety available for new English speakers. Furthermore, when it takes to divide certifications on their specific purpose, only a few students could sort certifications appropriately.

℘ **Which linguistic certifications do you know, and where you can take them in El Salvador?**

After checking the answers related to both questions senior Seminar II students, professionals in English and participants of the workshop have knowledge about the most common linguistic certification (TOEFL). TOEFL is the most recurrent certification as per previous research. Being this certification a requirement to teach at some institutions in El Salvador makes it demanding and therefore most common the one among future professionals. Senior students mentioned Centro Cultural Salvadoreño Americano and the USA Embassy in El Salvador. Although the last one was mentioned among the possible places to take a certification, Patricia Aguilar, from the USA Embassy, clarified that they do not run any type of certification.

 ℘ **Would the price and benefits make any influence when taking a linguistic certification?**

The cost of English certifications is predominant when considering the benefits of an English certification. Almost all the students answered positive to the inquiry regarding the influence of price and the decision to take a certification. This influence Is demonstrated even on the type of certifications takers request the most. As Martha Carranza from Centro Cultural Salvadoreño from El Salvador mentioned they offer the paper based form of TOEFL which is the one with less cost, in order to provide English Professionals affordable prices. If the taker is looking to take the Internet based option is always available but with a higher cost.

 ℘ **Do you know any pedagogical certification and where can it be taken in the country?**

Based on the information collected from the instruments in regard of pedagogical certifications it can be said that students and professional are not so aware of pedagogical certifications. In the instrument run to student it can be find that they are not so familiar with pedagogical certifications nor where or how they can be taken. Professionals in the other hand were able to mention at least one of them and

say one place where they can be taken. Participants from the workshop are now aware of pedagogical certification and how to take them. With this results it can be said that pedagogical certification are not common among professionals interviewed and senior students, however once the information was delivered to participants from the workshop they did show interest on them and are aware now of how they can be taken.

℘ **Would the price and benefits make any influence when taking a Pedagogical certification?**

By the results obtained, it can be said that benefits and price will make a big influence when taking a pedagogical certification. Students' decision on taking a pedagogical certification will be affected by the cost it can have, however if they have the chance to take any, they will do it do the benefits they can achieve after they do it. On the other hand, professionals did not mention if the price will affect the decision to take it or not. Participants from the workshop said that they will take a decision based on price and benefits they might acquire once it is completed. With these results it is notable that the price will make a remarkable difference when taking the decision on whether to take or not a pedagogical certification.

VII. Conclusions

With the process of investigation already done the next step was analyzing. The consequent analysis is made with the instruments, the survey to students, the interviews with professional, and the workshop. The following conclusions came up to enrich the investigation.

A. There are several certifications in the world that aim to standardize the English language worldwide and the knowledge needed to teach it. For that reasons, they have created the certifications that now we know, in relation to linguistics and pedagogy; but not all the senior Students from the Bachelor of English Language Teaching Option them are familiar to them, Semester II from 2014. It can be concluded that the most common linguistics certifications are TOEFL and TOEIC. On the contrary to pedagogical certification, fewer students know about them and the most common in this category are TEFL and TESOL courses.

B. The FLD do not provide any information of English certifications. Some institutions in El Salvador offer linguistics certifications and pedagogical courses, and the process to take them is not difficult. However, students lack of knowledge in relation to this process; and when the time comes and students, as a professional looking for a job, need to show their knowledge they do not know how to do it, when owning a bachelor degree of a university is not enough for some institutions. From the survey can be inferred that the Foreign Language Department does not provide the quality of information that students need to be ready to face the real professional world.

C. TOEFL is the exam that most institutions request to candidates, who ask for a teacher position, as requirement. Therefore, it is almost the only exam that students know about. Taking into consideration that institutions in El Salvador have a strong influence from the United States that means this exam will only be valid in places and countries with such influence. But there are other institutions

and countries that are under the CEF, therefore, students have to be aware of other standardized test besides TOEFL.

VIII. Recommendations

This research has involved three different groups from the FLD, therefore each group will be particularly address upon recommendations based on findings and information from the theoretical framework.

A. Recommendations for students:

℘ Ask for more information to your professor. Even though is not an official part of their jobs, if you talk to them and show your interest in becoming a skillful student aware of what is happening in the world, and not only in El Salvador, they may be willing to share information with you. Besides, taking into consideration that most of the professors in the FLD have taken at least one certification and also they have studied abroad and know the importance of being certified they are able to guide you in such processes.

℘ Get interested in certifications and motivate you and your friends to do some research about them. Remember that the teacher is a guide and he or she is not the only person in the classroom that can talk about certifications and their processes and updating research related to teaching a foreign language. Students can do that by developing their learning autonomy, since nowadays there is a lot of free information in internet even the official websites share PDF documents with detail information of their certifications.

℘ Consider important and something serious all the benefits that you can gain from being certified. There are several benefits of owning a certification, either linguistics or pedagogical, including professional development. At the time to look for a job this can be a plus and above that better positions can be offered to certified workers. Having the experience of teaching abroad is also something that professionals in education look for, which cannot be possible without a certification. Besides that, it is important to share and motivate your students once being graduating and a teacher.

B. Recommendations for teachers

- Teachers could be interested in getting informed about certifications. This will give them ideas about the new English and teaching standards that English teachers as professionals will be asked in order to teach in a real environment in the country and abroad, once aware of this information they can help students getting prepared since the very beginning in the classroom.

- As well teachers can motivate not only students but also their coworkers to apply for a certification. This can happen by letting them know the benefits it can bring as a professional this will include getting a better job position not only inside of the country but also international. In the case motivate students and why not some teachers they could get some scholarships in order to continue their professional development.

- A very nice way to give information to students will be coming from the person who is an example for all of them, yes their teacher. If the teacher is already aware an updated with information of certification he/she can transmit it in the classroom to students.

- Teachers can consider themselves as educators playing the role of leaders when it comes about certifications. This means, once taken any of the certifications mentioned in this research, teachers must feel motivated to grow and make grow their workplace, the Foreign Language Department.

C. Recommendations for FLD authorities

℘ To include a subject in the teaching major named Professional Development. This will be a subject where information about certifications and some other important facts that students must know before graduating and going out to the teaching field can be provided in order to graduate professionals with a high level of knowledge in all the areas related with English Teaching.

℘ To provide teachers a workshop. This will be in order to provide them update information on certifications and how have they been changing from time to time, as well if there is the possibility for some of them to take an specific certification it would be a great achievement for the person as professional and also for the department.

℘ To process an opportunity with the entities that run certification tests. It can be to try to get a discount price so this will become reachable for students of course always being valid.

℘ The Foreign Language Department can grow up to the point of becoming an institution that runs English linguistic and pedagogical certifications. Since it dedicates to teach English and how to teach English as a second language. In this way the FLD will be the first place on becoming an institutions able to run and administer certifications, as being part of a university.

IX. Limitations

- Not all students attend classes, so it was difficult to administer the survey in on visit.

- There is not much information related to certifications on paper. Most of it is online on official websites from the institutions that run the tests.

- Students do not have motivation to know about certifications. Out of ten invited only four students attended the workshop the group offered to provide information.

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ANNEXES

Annex A

Pilot Survey

University of El Salvador
School of Arts and Sciences
Foreign Language Department

Topic: Lack of Awareness of Pedagogical and Linguistics Certifications That Senior Students Might Acquire to Be Allowed to Teach at National and International Institutions.

Objective: to know about the linguistic and pedagogical certifications that EFL seniors must take to be allowed to teach at national and international institutions.

Instructions: read carefully and answer the questions that follow.

- Do you know any of these certifications? Check the ones you know.

TEFL ☐	DELTA ☐	CASAS ☐
TESOL ☐	TKT ☐	TOIC ☐
CELTA ☐	PRAXIS ☐	TOEFL ☐
GESE ☐	ISE ☐	

- Do you know the purpose of a certification?
  YES ☐
  NO ☐
If you know, please give a brief definition:
_____
_____

- Do you know any place in our country where you can take the exams for a certification?
  YES ☐
  NO ☐
If yes, mention them:
_____
_____

Linguistics

- Which of these certification that measure linguistics competencies do you know?

  CASAS ☐   GESE ☐

  TOIC ☐   ISE ☐

  TOEFL ☐

- Do you know any institution in El Salvador where you can take any of the previous certifications?

  YES ☐

  NO ☐

If yes, mention them:

_____

_____

- Do you know the process to take a linguistic certification?

  YES ☐

  NO ☐

- How much do you expect to pay for a linguistic certification process?

$1 - $100 ☐	$201 - $300 ☐
$101 - $200 ☐	$ 301 – or more ☐

- Would the price influence your decision about taking a linguistic certification?

  YES ☐

  NO ☐

- Which of these benefits would be a reason for you to take a linguistic certification?

  ☐ Being eligible for a scholarship

  ☐ Being eligible for a job position

  ☐ Having the opportunity of teaching abroad

  ☐ Being aware of your English linguistics competencies

Pedagogical

- Which of these certification that measure pedagogical competencies do you know?

  TEFL courses ☐   DELTA ☐

  TESOL courses ☐   TKT ☐

  CELTA ☐   PRAXIS ☐

- Do you know any institution in El Salvador where you can take any of the previous certifications?

  YES ☐

  NO ☐

  If yes, mention them:

_____

_____

℘ Do you know the process to take a pedagogical certification?
YES ☐
NO ☐

℘ How much do you expect to pay for a pedagogical certification process?

| $1 - $100 ☐ | $201 - $300 ☐ |
| $101 - $200 ☐ | $ 301 – or more ☐ |

℘ What of these benefits would be a reason for you to take a pedagogical certification?
☐ Being eligible for a scholarship
☐ Being eligible for a job position
☐ Having the opportunity of teaching abroad
☐ Being aware of your English linguistics competencies

University of El Salvador
School of Arts and Sciences
Foreign Language Department

Topic: Lack of Awareness of Pedagogical and Linguistics Certifications might Acquired to Teach at National and International Institutions.

Objective: To know about the linguistic and pedagogical certifications that EFL seniors might take to be allowed to teach at national and international institutions.

Instructions: Read carefully and answer the questions that follow.

- Do you know any of these certifications? Check the ones you know.

TEFL ☐	DELTA ☐	CASAS ☐
TESOL ☐	TKT ☐	TOEIC ☐
CELTA ☐	PRAXIS ☐	TOEFL ☐
GESE ☐	ISE ☐	OTHER:_____

- Do you know the purpose of a certification?
  YES ☐
  NO ☐
If you know, please give a brief definition:
_____
_____

- Do you know any place in our country where you can take the exams for a certification?
  YES ☐
  NO ☐
If yes, mention them please:
_____
_____

Linguistics

- Which of these certifications that measure linguistics competencies do you know?

CASAS ☐	GESE ☐
TOEIC ☐	ISE ☐
TOEFL ☐	IELTS ☐

℘   Do you know any institution in El Salvador where you can take any of the previous
     certifications?
     YES ☐
     NO ☐
If yes, mention them please:
_____
_____

℘   Do you know the process to take a linguistics certification?
     YES ☐
     NO ☐

℘   How much do you expect to pay for a linguistic certification process?

$1 - $100 ☐	$201 - $300 ☐
$101 - $200 ☐	$ 301 – or more ☐

℘   Would the price influence your decision about taking a linguistics certification?
     YES ☐
     NO ☐

℘   Which of these benefits would be a reason for you to take a linguistics certification?
     ☐ Being eligible for a scholarship
     ☐ Being eligible for a job position
     ☐ Having the opportunity of teaching abroad
     ☐ Being aware of your English linguistics competencies

Pedagogical

℘   Which of these certifications that measure pedagogical competencies do you know?

TEFL courses ☐	DELTA ☐
TESOL courses ☐	TKT ☐
CELTA ☐	PRAXIS ☐

℘   Do you know any institution in El Salvador where you can take any of the previous
     certifications?
     YES ☐
     NO ☐
If yes, mention them:
_____
_____

℘   Do you know the process to take a pedagogical certification?
     YES ☐
     NO ☐

℘   How much do you expect to pay for a pedagogical certification process?

$1 - $100 ☐	$201 - $300 ☐
$101 - $200 ☐	$ 301 – or more ☐

- Would the price influence your decision about taking a pedagogical certification?
  YES ☐
  NO ☐

- What of these benefits would be a reason for you to take a pedagogical certification?
  ☐ Being eligible for a scholarship
  ☐ Being eligible for a job position
  ☐ Having the opportunity of teaching abroad
  ☐ Being aware of your English pedagogical competencies

Annex B

Workshop Invitation

Hello-

Salvador Enrique Palomo

You are invited to our

Workshop about Linguistic and Pedagogical Certifications for Senior Students

Date and Place:

Monday, October 20th 2014

From 11am to 1pm

At FLD session room (next to the FLD library)

Lunch is on us

*A participation diploma will be received by the end of the workshop
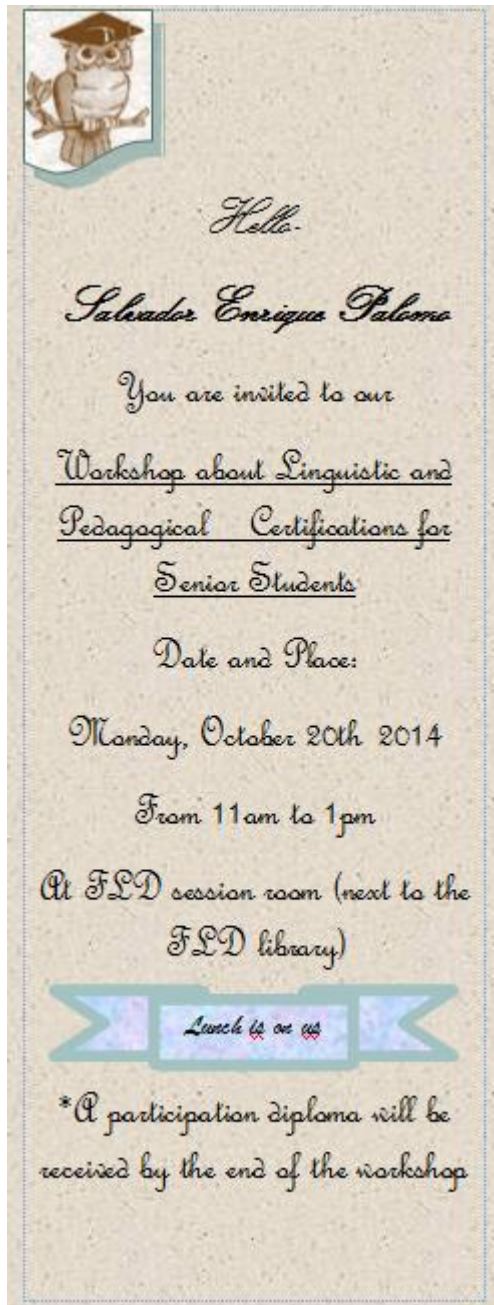
Workshop Agenda

Workshop Agenda

A. Brainstorming
- What is a certification?
- When is the best moment to take a certification?
- Where can I take a certification?
- Why should I take a certification?

B. Linguistics Certifications
A description of each linguistic certification, purpose and information of how to take it.
- TOEIC
- GESE
- ISE
- TOEFL
- IELTS

C. Questions and answers about Linguistic Certifications.

D. Pedagogical Certifications
A description of each linguistic certification, purpose and information of how to take it.
- TEFL
- TESOL
- PRAXIS
- CELTA
- TKT
- IECLT
- DELTA

E. Questions and Answers about pedagogical certifications.

F. Acknowledgments

Annex C

Interviews with professionals in the English area

A. Marta de Carranza, Education USA Advisor, Centro Cultural Salvadoreño-Americano, San Salvador.

℘ What are the certifications offered by CCSA?

We offer information and administer some of the most taken standardized exams which are requirement for many high educational institutions in the United States, such as: TOEFL IBT, TOEFL ITP, GRE, EXADEP, ECPE etc.

℘ Which is the certification that most people ask for and take?

Most people ask about TOEFL. They come and ask about prices and if we have preparation courses or it they have to prepare themselves.

℘ Is there any specific reason why TOEFL is highly demanding?

People who take the test will do it for different purposes being one of them to identify the level of English they have; next one can be to entry at a institution which requires it in order to apply for a job position and very important one to apply for scholarships.

℘ Besides CCSA, is there any other place where TOEFL can be taken?

We are the only institution El Salvador accredited by ETS to run the TOEFL

℘ what's the process to take the TOEFL?

well, the information that we give for people who want to take this exam is that they should pay the cost at least three days before the date of the exam, do the exam in the assigned day, and it is up to each person to take the course that we offer or to study by themselves.

B. Patricia Aguilar, Oficina de Asuntos Publicos, Programa de Ingles, U.S. Embassy.

℘ Does the U.S Embasy library include in its inventory any material related to English certifications?

No, it does not. Since we are moving to another location we are working on our inventory there are no book, or anything in paper, related to certifications.

℘ Does the U.S. Embassy offer any kind of certification?

No, we don't. However, we offer some masters or programs to students or professional. Our scholarships are granted to candidates after being selected based on their academic merits. Fulbright scholarships are oriented to gain an academic degree.

℘ Do you have any program especially for teacher's development?

Yes, we do have some programs called webinars. the Bureau of Educational and Cultural Affairs offers Shaping the Way We Teach English, this professional development program is for English teachers not only here in El Salvador, but everywhere.

C. Nicolas Ayala, teacher at Foreign Languages Department, University of El Salvador.

⍣ Do you know what a certification is?

Yes, I do. You get a certificate or a diploma that guarantees that you master the language at a certain level or you have a given competency, there are different types of certifications you can certify your linguistic competency and also your didactic competency your abilities for teaching. Nowadays you can take standardized certifications and you can be given a certificate.

⍣ What type of certifications, related to English, do you know about?

Well, the most popular one the one that we have been using for a very long time is the TOEFL, that is the most common one in El Salvador, the one that is administered by Centro Cultural in San Salvador.

⍣ Do you know which ones are available in our county?

Besides TOEFL we have TOEIC it is a standard test that is also run by the same company ETS means English Testing Service. But they are also using the ESOL exams that is for the British Language Institute which is somewhere in Escalon. And you can take the ESOL exam that certifies different levels of language competency going from A1 another one for A2 so you can certify your competences by level. Those are the one you can take here.

⍣ Do you know any pedagogical certification?

Yeah, I know TKT, that is a test that certifies your teaching competences if you want to become an international teacher and move from here to Costa Rica or somewhere else and you don't have a University degree you can take that exam and it will give some kind of, I mean a Diploma so you can present it, something you can use for getting a job.

℘ Do you know the cost?

Not lately. I have heard that my students had taken TOEFL and the cheapest one is around fifty dollars, the paper and pencil version. And the most expensive one is the one that is computer based, that one is more than a hundred dollars.

℘ Have you taken any certification?

Yeah, I have taken TOEFL.

℘ Do you give to your student's information about certifications?

Yeah I do, when I teach courses related with pedagogy and didactics, and always work on these scales that we use for designing teaching theories and designing exams guidelines. We have two of them ACTFL American Council of the Teaching Foreign Languages and then we have CEF Common European Framework those are two scales that I use for designing books, curriculums and standard tests. Students that usually more interested in the topic are the one that are working on Teaching or in the communication area, in a call center because in some cases they are required to take the exam or they want to know.

℘ When you began as an English teacher did MINED requested you to have and specific certification?

I started working for MINED long time ago that was my first job, they only asked for *Escalafon* by the time I finished working for MINED they were asking to get why they call *Escalafon 1*, they were asking for the TOEFL test to be giving the *Escalafon 1*. But when I started working there that was not a requirement, now it is. At the beginning it was only TOEFL but we insisted it was not a good idea to be attach to only one kind of exam and since all of them are standard tests that are accepted everywhere so why not giving the students the chance to take any standard test and then if they get a score that is similar for the one they are asking for the TOEFL there is an equivalent so you can use it now they are accept almost any standard test like CASAS, TOEIC… you can take several tests.

℘ Do you know about any project that the FLD is carrying on to inform students about certifications related to the teacher major?

No, we do not have any project like that. The only time when we give information or give training when students from *profesorado* are about to graduate and we give them training for the TOEFL test. The one that has been working on that is Mauricio Contreras he was the coordinator from *profesorado* and he was training those students for the TOEFL test and he continues doing that, I guess. So that is the only time when we prepare students, we train students to take the exam.

Most Common English Certifications

Created by

Research Group:

- Dulce Arévalo
- Elena Hernández
- Rodrigo Jiménez

English Linguistic Certifications

TOEFL

The TOEFL test measures the ability of non-native English speakers to use and understand English as read, written, heard and spoken in the university classroom.

If you want to study at an English-speaking university or program, no other test can get you to as many destinations around the world as the TOEFL test. (Copyright © 2014 by Educational Testing Service. All rights reserved. ETS,, s.f.)
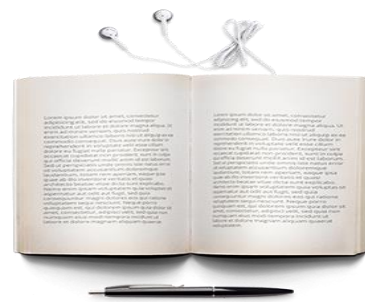
WHAT IS IT LIKE?

In most test centers worldwide, you'll take the *TOEFL iBT*® test on a computer. However, the TOEFL test is administered as a paper-based test (*TOEFL*® PBT) in a few places where testing via the Internet is not available.

The Paper-based test has the following format:

Skill	Time Limit	No. of Questions
Listening Comprehension	30-40 minutes	50
Structure and Written Expression	25 minutes	40
Reading Comprehension	55 minutes	50
Writing (Test of Written English)	30 minutes	1 topic

(Exam English , 2014)

The internet based test has the following format:

1	Reading	3-5 passages, 12-14 questions each	60-100 mins
2	Listening	4-6 Lectures, 6 questions each 2-3 Conversations, 5 questions each	60-90 mins
3	Speaking	6 tasks, 2 independent and 2 integrated	20 mins
4	Writing	1 integrated task 1 independent task	50 mins

(Exam English , 2014)

SCORE

There is no passing or failing score!

- ℘ Score requirements are set by individual colleges and universities.

- ℘ You'll receive a score from 0 to 30 for each section and a total score of 0 to 120 for the entire test.

- ℘ Scores are valid for 2 years after your test date.

- ℘ Your scores will be ready in 10 days, and you can view them easily online.

- ℘ They will also be mailed to you if you select that option when you register.

- ℘ For test dates after January 1, 2015, you can download a PDF copy of your score report from your account.
  (Note: Downloadable score reports are currently not available for tests taken in China).

- ℘ Scores are sent free to up to 4 institutions that you select prior to your test day.
  (Copyright © 2014 by Educational Testing Service. All rights reserved. ETS,, s.f.)

- Registration is available three to four months before the test date. Register early to reserve your seat.
- The test fee depends on the location where you will be taking the test. (Copyright © 2014 by Educational Testing Service. All rights reserved. ETS,, s.f.)

TOEIC: Test of English for International Communication

WHAT IS IT?

The *TOEIC®* Listening and Reading test is a valid assessment of English-language reading and listening skills for the workplace. Employers worldwide use the *TOEIC®* test to determine who can communicate effectively in English across borders and cultures with coworkers and clients. (Copyright © 2015 by Educational Testing Service. , 2014)

WHAT IS IT LIKE?

There are two separate parts to the TOEIC test. You can do one or both parts.

1. The Listening and Reading test is a paper and pencil test that takes 2.5 hours and is taken at a test center.

2. The Speaking and Writing test is an online test that is taken in a test center and takes 90 minutes. The Speaking and Writing test is a new test which is only available in some countries. (2014 © Exam English Ltd. ALL Rights Reserved., s.f.)

SCORE

Scores on the *TOEIC®* Listening and Reading test are determined by the number of correct answers, which is converted to a scaled score. (Copyright © 2015 by Educational Testing Service, s.f.)

The score report provides Listening, Reading and total scaled scores. The total scaled score is derived from adding the two scaled scores together. (Copyright © 2015 by Educational Testing Service, s.f.)

The TOEIC Reading and Listening gives a score between 10 and 990:

- ℘ 905 - 990 International Proficiency
- ℘ 785 – 900 Working Proficiency Plus
- ℘ 605 – 780 Limited Working Proficiency
- ℘ 405 – 600 Elementary Proficiency Plus
- ℘ 255 – 400 Elementary Proficiency
- ℘ 185 – 250 Memorized Proficiency
- ℘ 10 – 180 No Useful Proficiency

TOEIC Speaking and Writing tests are scored out of 200. (2014 © Exam English Ltd. ALL Rights Reserved., s.f.)

COSTS AND FEES

Outside the United States

Fees vary by country, as prices are set in local currencies. Please contact your local ETS Preferred Network office for pricing information.

If there is no ETS Preferred Network office in your country, please fill out an information request form. (Copyright © 2015 by Educational Testing Service. , s.f.)

In the United States

Under the **Institutional Testing Program**, tests are administered at the site of the government agency, corporation or educational institution for their employees or students of English-language programs.

Sessions are supervised by the host site's staff or by personnel from a local ETS Preferred Network office. The test will also be scored by the local ETS Preferred Network office. Please contact us to learn more about the Institutional Testing Program, test fees and discounts, which are based on volume and usage.

Through the **Public Testing Program**, the *TOEIC*® Listening and Reading test is held on scheduled dates at various locations throughout the world. Organizations can send test takers to open sessions rather than testing them at their own sites. (Copyright © 2015 by Educational Testing Service. , s.f.)

Praxis Series Tests

WHAT ARE THEY?

The Praxis Series® tests measure teacher candidates' knowledge and skills. The tests are used for licensing and certification processes and include:

Praxis® **Core Academic Skills for Educators (Core)**

These tests measure academic skills in reading, writing and mathematics. They were designed to provide comprehensive assessments that measure the skills and content knowledge of

candidates entering teacher preparation programs. (Copyright © 2015 by Educational Testing Service. , s.f.)

Praxis II® Subject Assessments

These tests measure subject-specific content knowledge, as well as general and subject-specific teaching skills, that you need for beginning teaching. (Copyright © 2015 by Educational Testing Service.)

WHAT ARE THEY LIKE?

The Praxis Core tests are delivered on computer. They are administered through an international network of test centers and offered during specific testing windows.

Praxis tests are only given in English. If you are a test taker whose primary language is not English (PLNE), you may be eligible for extended testing time. (Copyright © 2015 by Educational Testing Service. , s.f.)

SCORE

For tests that are offered continuously, scores will be available online 2–3 weeks after your test date. For tests that are offered during testing windows, scores will be available online 2–3 weeks after the testing window closes, regardless of the specific date on which you tested within that window. (Copyright © 2015 by Educational Testing Service. , s.f.) A list of passing scores can be find in ETS official website.

COSTS AND FEES

For tests that are offered continuously, scores will be available online 2–3 weeks after your **test date**. For tests that are offered during testing windows, scores will be available online 2–3 weeks after the testing window closes**,** regardless of the specific date on which you tested within that window. For more information on score reporting dates and accessing scores, see Getting Your Praxis® Scores. (Copyright © 2015 by Educational Testing Service., s.f.)

KET (Key English Test)

Cambridge English: Key, also known as *Key English Test (KET)*, is a basic level qualification that shows you can use English to communicate in simple situations. It shows you have made a good start in learning English. (© 2014 UCLES, n.d.)

The exam shows you can:

- Understand and use basic phrases and expressions.
- Introduce yourself and answer basic questions about your personal details.
- Interact with English speakers who talk slowly and clearly.
- Write short, simple notes. (© 2014 UCLES, n.d.)

WHAT IS IT LIKE?

The exam is designed to be fair to people of all nationalities and linguistic backgrounds and is supported by a dedicated research programme.

Reading and Writing: 1 hour 10 minutes	Shows you can understand simple written information and write short messages related to personal information.

Listening: 30 minutes	Shows you can understand key information in everyday conversations.
Speaking: 8–10 minutes	Shows you can take part in a conversation. You take the test face to face with one or two other candidates.

(© 2014 UCLES, N.D.)

SCORE

Reading and writing is worth 50% of the total marks, and each of the other papers is worth 25%. (© 2014 UCLES, n.d.)

Cambridge English: Key gives detailed, meaningful results. You will receive a Statement of Results. If your performance ranges between CEFR Levels B1 and A1, you will also receive a certificate. (© 2015 UCLES, n.d.)

The Common European Framework of Reference		Cambridge English: Key
C Proficient user	C2	
	C1	
B Independent user	B2	
	B1	
A Basic user	A2	Pass with Distinction* Pass with Merit Pass — A great first step in learning English
	A1	Level A1

* Pass with Distinction was introduced in September 2011

(© 2015 UCLES, n.d.)

The fastest way for you to get your exam results is to sign up for our FREE online results service. Your exam centre will give you the information you need to register for this service. (© 2015 UCLES, n.d.)

The cost of entering for Cambridge English: Key depends on where you take it. For further information, (© 2015 UCLES, n.d.)

PTE: The Pearson Test of English General

WHAT IS IT?
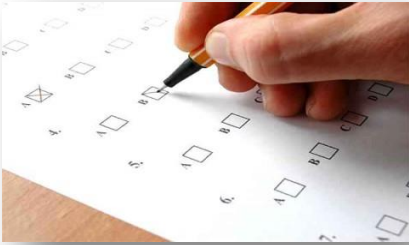
Formerly The London Test of English, these are designed to reward positive achievement in English language learning. The tests consist of two parts: a written paper and an interview. (2014 © Exam English Ltd. ALL Rights Reserved, s.f.)

WHAT IS IT LIKE?

There are six levels of the General test:

		Writing	Interview
A1	Level A1	75 mins	5 mins
A2	Level 1	95 mins	5 mins
B1	Level 2	95 mins	7 mins
B2	Level 3	120 mins	7 mins
C1	Level 4	150 mins	8 mins

C2	Level 5	175 mins	8 mins

The writing paper tests listening, reading comprehension and writing skills.

SCORE

All levels in the test are awarded by Edexcel and accredited by Ofqual in the UK. PTE General certificates do not expire. English language learners are encouraged to seek opportunities to practice the language and confirm their progress regularly. (Copyright © 2014 Pearson Inc., s.f.)

COSTS AND FEES

- The test fees are set by each center.These tests are reasonably priced. The higher level tests are more expensive than the lower level ones.
- Expect to pay £50 for level A1 and £100 for level 5.

PTE Academic:
The Pearson Test of English Academic

WHAT IS IT?

PTE Academic is a computer-based academic English language test aimed at non-native English speakers wanting to study abroad. It tests Reading, Writing, Listening and Speaking. (2014 © Exam English Ltd. ALL Rights Reserved., s.f.)

WHAT IS IT LIKE?

PTE Academic assesses listening, reading, speaking and writing all via computer in a single 3 hour test session. (Copyright © 2014 Pearson Inc, s.f.)

To complete a PTE Academic test, you will need to attend a secure Pearson test centre. You will use a computer and headset to listen to, read and respond to questions. (Copyright © 2014 Pearson Inc, s.f.)

During the three-hour test session there will be three main parts to the test: speaking and writing (together), listening and reading. There are twenty different question formats, ranging from multiple choice through to essay writing and interpreting information. (Copyright © 2014 Pearson Inc, s.f.)

PTE Academic assesses real-life, academic content, so you will hear excerpts from lectures and view graphs and charts. You will hear a range of accents in the test, from British and American to non-native speakers, so you will be exposed to the type of accents you will encounter in everyday life. (Copyright © 2014 Pearson Inc, s.f.)

- ℘ Single three hour test session
- ℘ Computer-based
- ℘ Assesses speaking, listening, reading and writing
- ℘ Contains real-life, academic content
- ℘ Use American or British English

INTRODUCTION	Question format
PART 1: SPEAKING & WRITING	• Personal Introduction • Read aloud • Repeat sentence

77 – 93 minutes	• Describe image • Re-tell lecture • Answer short question • Summarize written text (one sentence) • Summarize written text (paragraph) • Essay (20mins)
PART 2: **READING** **32 – 41 minutes**	• Multiple choice questions (x2) • Re-order paragraphs • Fill in the blanks (x2)
BREAK 10 minutes	A ten minute break is optional.
PART 3: **LISTENING** **45 – 57 minutes**	• Summarize spoken text • Multiple choice x2 • Fill the blanks • Highlight the correct summary • Select missing word • Highlight incorrect words • Write from dictation

(Copyright © 2014 Pearson Inc, s.f.)

SCORES

PTE Academic offers results you can trust. We make sure you get your results quickly and that you can send them to as many institutions as you like. (Copyright © 2014 Pearson Inc. , s.f.)

Accessing your scores

PTE Academic scores are accessed via an online account. You will receive an email notifying you once your scores are available. After you receive this, you will need to login to the Pearson Vue account that you created to book your test. (Copyright © 2014 Pearson Inc. , s.f.)

PTE Academic is scored against the Global Scale of English, a thermometer-style scale that gives you an accurate overview of your skills. The Global Scale of English aligns with a variety of popular tests and scales around the world. Find out more about the Global Scale of English. (Copyright © 2014 Pearson Inc. , s.f.)

Your score report has several sections:

- ℘ Your personal details and photo

- ℘ Your overall score

- ℘ A detailed breakdown of your performance

The PTE Academic Score Report includes your overall score, communicative skills scores and enabling skills scores. (Copyright © 2014 Pearson Inc. , s.f.)

The overall score reflects your overall English language ability. The score is based on performance on all items in the test. The range for the overall score is 10-90 points. (Copyright © 2014 Pearson Inc. , s.f.)

Scores for communicative skills (listening, reading, speaking and writing) are based on all test items that assess these skills, either as a single skill or together with other skills. The range for each communicative skill score is 10-90 points. (Copyright © 2014 Pearson Inc. , s.f.)

Scores for enabling skills (grammar, oral fluency, pronunciation, spelling, vocabulary and written discourse) are based on all test items assessing one or more of these skills. The range for each enabling skill score is 10-90 points. (Copyright © 2014 Pearson Inc. , s.f.)

The display of the scores in a graph allows you to quickly see your strengths and weaknesses, and how each skill relates to your overall performance. (Copyright © 2014 Pearson Inc. , s.f.)

COSTS AND FEES

The cost varies by country but is in the range of $150-$210. (2014 © Exam English Ltd. ALL Rights Reserved., s.f.)

Cambridge English: Preliminary (PET)

WHAT IS IT?

Cambridge English: Preliminary, also known as Preliminary English Test (PET), is an intermediate level qualification. It shows you are able to use your English language skills for work, study and travel. (© 2015 UCLES, n.d.)

Prove you have practical English for everyday use. Cambridge English: Preliminary is an intermediate level English language exam. Preparing for the exam will help you improve your language skills so you can:

- understand factual information
- Show awareness of opinions, attitudes and mood in spoken and written English.
- Gain real-life language skills

Cambridge English: Preliminary shows that you can use English to communicate with native speakers for everyday purposes.

The exam will help you improve your language skills so you can:

- deal with everyday events
- read simple textbooks or magazine articles
- write letters on familiar subjects
- Take notes in a meeting. (© 2015 UCLES, n.d.)

WHAT IS IT LIKE?

Cambridge English: Preliminary is made up of three papers developed to test your English skills. You can see exactly what's in each paper below. (© 2015 UCLES, n.d.)

Paper	Content	Marks (% of total)	Purpose
Reading and Writing (1 hour 30 minutes)	**Reading: 5 parts/ 35 questions** **Writing: 3 parts/ 7 questions**	**50%**	Shows you can read and understand the main points from signs, newspapers and magazines, and can use vocabulary and structure correctly.
Listening (30 minutes, plus 6 minutes' transfer time)	**4 parts/ 25 questions**	**25%**	You have to be able to follow and understand a range of spoken materials including announcements and discussions about everyday life.
Speaking (10–12 minutes per pair of candidates)	**4 parts**	**25%**	Shows how good your spoken English is as you take part in conversation by asking/answering questions and talking, for example, about your likes and dislikes. Your Speaking test will be conducted face to face with one or two other candidates and two examiners. This makes your test more realistic and more reliable.

(© 2015 UCLES, n.d.)

What level is Cambridge English: Preliminary?

Cambridge English: Preliminary is set at Level B1 of the Common European Framework of Reference for Languages (CEFR). Reaching this level means you can:

- understand the main points of straightforward instructions or public announcements
- deal with most of the situations you might meet when travelling as a tourist in an English-speaking country
- ask simple questions and take part in factual conversations in a work environment
- write letters/emails or make notes on familiar matters.

(© APRENDE CON CAMBRIDGE)

Preparing for Cambridge English: Preliminary will give you these kinds of practical language skills:
- Take a high-quality test that is fair to everyone

Cambridge English: Preliminary is respected and accepted internationally. It:
- provides the most reliable reflection of your language skills
- covers all major varieties of English (e.g. British English, American English)
- is designed to be fair to users of all nationalities and linguistic backgrounds
- is supported by the largest research programme of its kind
- can be taken by people with a wide range of special requirements (© 2015 UCLES, n.d.)

The Common European Framework of Reference

Cambridge English: Preliminary

C Proficient user	C2	
	C1	
B Independent user	B2	
	B1	Pass with Distinction* **Pass with Merit** **Pass** — Practical English for everyday use
A Basic user	A2	Level A2
	A1	

* Pass with Distinction was introduced in September 2011
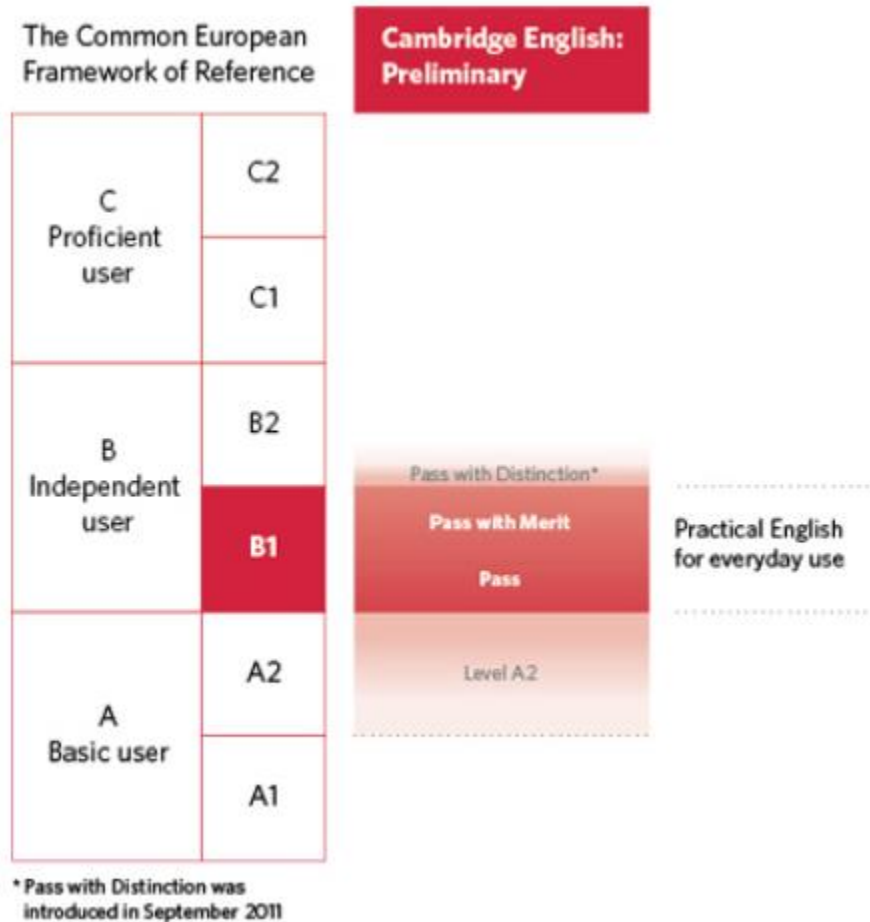
(© 2015 UCLES, n.d.)

Cambridge English: Preliminary – Level B2

Pass with Distinction

Exceptional candidates sometimes show ability beyond B1 Level. If you have achieved a Pass with Distinction, you will receive the Preliminary English Test certificate stating that you demonstrated ability at Level B2.

Cambridge English: Preliminary – Level B1

Pass with Merit or Pass

If you have achieved Pass with Merit or Pass in your exam, you will be awarded the Preliminary English Test certificate at Level B1.

Level A2 certificate

If your performance is below Level B1, but falls within Level A2, you will receive a Cambridge English certificate stating that you demonstrated ability at A2 level. On the back of your certificate you will find additional information about your exam and Can Do statements for CEFR Levels B2, B1 and A2

COST AND FEES

Around 2,800 centers worldwide offer Cambridge English exams, the cost and fees depend by the place you take it. Fees are set by test centers. Expect to pay around €130.

Cambridge English: First (FCE)

WHAT IS IT?

Cambridge English: First, also known as First Certificate in English (FCE), is an upper intermediate level qualification. It proves you can use every day written and spoken English for work or study purposes. (© 2015 UCLES, n.d.)

To make sure our exams are up to date with the latest research in language learning and teaching, we review them regularly. The revision of Cambridge English: First (FCE) is now complete and the updated exam will start being used for exam sessions in January 2015. We're also introducing changes to the way results are reported. The Cambridge English Scale will enable us to give you clearer and more detailed information about your performance, both overall and in the individual elements of the exam. (© 2015 UCLES, n.d.)

WHAT IS IT LIKE?

Cambridge English: First (FCE) is a test of all areas of language ability.

The updated exam (for exam sessions from January 2015) is made up of four papers developed to test your English language skills. You can see exactly what's in each paper below. (© 2015 UCLES, n.d.)

The Speaking test is taken face-to-face, with two candidates and two examiners. This creates a more realistic and reliable measure of your ability to use English to communicate. (© 2015 UCLES, n.d.)

| Paper	Content	Purpose
Reading and Use of English (1 hour 15 minutes)	7 parts/52 questions	Shows you can deal confidently with different types of text, such as fiction, newspapers and magazines. Tests your use of English with tasks that show how well you can control your grammar and vocabulary.
Writing (1 hour 20 minutes)	2 parts	Requires you to be able to produce two different pieces of writing, such as letters, reports, reviews and essays.
Listening (about 40 minutes)	4 parts/30 questions	Requires you to be able to follow and understand a range of spoken materials, such as news programmes, presentations and everyday conversations.
Speaking (14 minutes per pair of candidates)	4 parts	Tests your ability to communicate effectively in face-to-face situations. You will take the Speaking test with one or two other candidates.

(© 2015 UCLES, n.d.)

Your overall performance is calculated by averaging the scores you achieve in Reading, Writing, Listening, Speaking and Use of English. The weighting of each of the four skills and Use of English is equal.

The exam is available as a:

- ℘ paper-based test
- ℘ computer-based test (© 2015 UCLES, n.d.)

SCORE

The exam is targeted at Level B2 of the CEFR. The examination also provides reliable assessment at the level above B2 (Level C1) and the level below (Level B1).
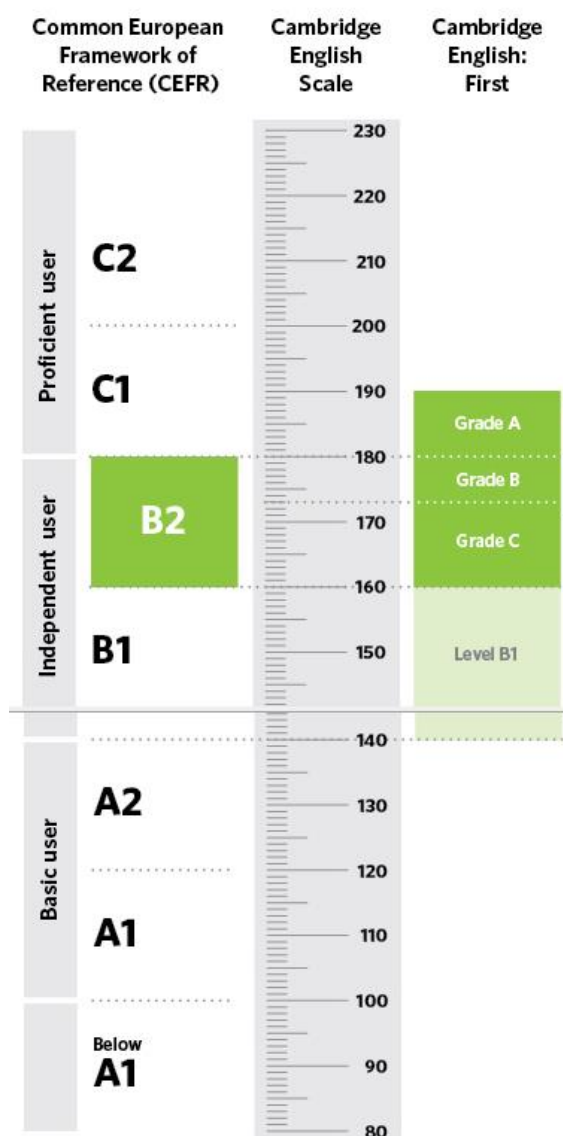
Scores between 122 and 139 are also reported for Cambridge English: First. You will not receive a certificate, but your Cambridge English Scale score will be shown on your Statement of Results. (© 2015 UCLES, n.d.)

The relationship between the CEFR levels, the Cambridge English Scale and the grades awarded in Cambridge English: First is illustrated below:

(© 2015 UCLES, n.d.)

COST AND FEES

Worldwide Cambridge English exams are offered, the cost and fees depend by the place you take it. Fees are set by test centers. Expect to pay around €130.

The Examination for the Certificate of Competency in English Cambridge Michigan (ECCE)

WHAT IS IT?

The Examination for the Certificate of Competency in English (or ECCE) is a standardized high intermediate-level English as a foreign language (EFL) examination. The ECCE certificate is recognized in several countries as official documentary evidence of high-intermediate proficiency in the English language and can be used for academic and professional purposes. (CaMLA, 2014)

The ECCE is regularly updated to ensure that the examination reflects current research in language teaching and assessment and also continues to provide test takers with a test that helps them to demonstrate their language proficiency. (CaMLA, 2014)

The ECCE is a standardized high-intermediate level English as a foreign language (EFL) examination and is administered at authorized test centers around the world. New test forms are developed for each administration (CaMLA, 2014)

WHAT IS IT LIKE?

Stimuli in the ECCE reflect a range of situations likely to be met in most countries. The CEFR identifies four basic domains, namely personal, public, occupational, and educational (Council of Europe, 2001: 48–49). The ECCE presents topics situated across all of these domains.

Personal	home settings (house, rooms, or any private space) and interactions or settings among family members or social networks (friends, acquaintances)
Public	public spaces (streets, shops, restaurants, sports, or entertainment venues) and other social networks outside the home
Occupational	Workplace settings (offices, workshops, conferences), etc.
Educational	schools, colleges, classrooms, residence halls, etc.

(CaMLA, 2014)

The test takes 3 hours and has these sections:

- Listening - 2 sections, 50 questions
- Grammar - 35 questions
- Vocabulary - 35 questions
- Reading - 3 sections, 30 questions
- Writing - 1 task
- Speaking - interview with examiner

Test takers should require no specialized knowledge or experience to understand the content of the items or prompts. Topics should be equally accessible to a range of ages and should represent a variety of opinions. In addition, the input should not present controversial, emotionally upsetting, or unrealistic scenarios.

SCORES

ECCE section scores are reported in five bands. The levels of performance, from highest to lowest, are:

	Scaled Score Per Section
Honors (H)	840–1,000
Pass (P)	750–835
Low Pass (LP)	650–745
Borderline Fail (BF)	610–645
Fail (F)	0–605

ECCE test takers who achieve an average score of 650 or higher will be awarded a certificate. Additionally, those who achieve a score of 840 or higher in all four sections will be awarded a Certificate of Competency with Honors. An ECCE qualification is valid for life. (CaMLA, 2014)

COSTS AND FEES

The test fees are set by each center. About $150USD.

Cambridge English: Advanced (CAE)

WHAT IS IT?

The demand for high-level English language skills is increasing all around the world. Passing Cambridge English: Advanced (CAE) shows that you are a high achiever.

Based on the CEF this test is difficulty C1, in other words it is advanced. This test is for candidates who can communicate with confidence in English for work or study purposes. The CAE exam can be done on a computer or on paper

WHAT IS IT LIKE?

The test has four sections:

- ➢ Reading & Use of English - 90 minutes
- ➢ Writing - 2 tasks , 90 minutes
- ➢ Listening - 40 minutes, 30 questions
- ➢ Speaking - interview, normally with another candidate, 15 minutes

Cambridge English: Advanced (CAE) is a thorough test of all areas of language ability.

The updated exam (for exam sessions from January 2015) is made up of four papers developed to test your English language skills. You can see exactly what's in each paper below. The Speaking test is taken face-to-face, with two candidates and two examiners. This creates a more realistic and reliable measure of your ability to use English to communicate.
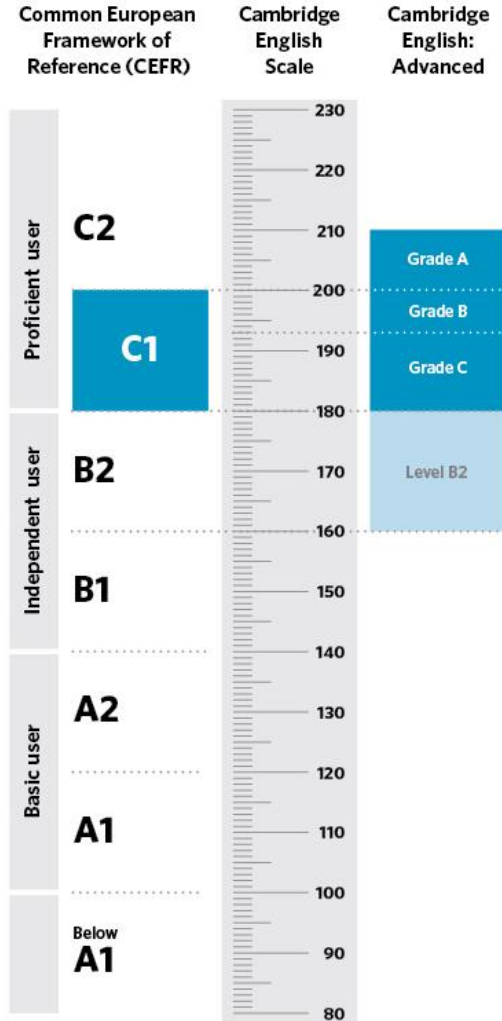
Exam format at a glance:

Paper	Content	Purpose
Reading and Use of English (1 hour 30 minutes)	8 parts/56 questions	Shows you can deal confidently with different types of text, such as fiction, newspapers and magazines. Tests your use of English with different types of exercise that show how well you can control your grammar and vocabulary.
Writing **(1 hour 30 minutes)**	2 parts	You create two different pieces of writing, such as essays, letters/emails, proposals, reports and reviews.
Listening **(about 40 minutes)**	4 parts/30 questions	Tests your ability to follow and understand a range of spoken materials, such as interviews, radio broadcasts, presentations, talks and everyday conversations.
Speaking **(15 minutes per pair of candidates)**	4 parts	Tests your ability to communicate effectively in face-to-face situations. You will take the Speaking test with another candidate.

(© 2014 UCLES, n.d.)

SCORES

➢ A, B, C (pass), D, E or U (fail)

➢ CAE pass is accepted for entry to some universities.

➢ The Reading and Use of English section counts for 40% of the marks.

➢ The Writing, Listening & Speaking sections each count for 20% of the marks.

Common European Framework of Reference (CEFR) | **Cambridge English Scale** | **Cambridge English: Advanced**

Proficient user: C2, C1
Independent user: B2, B1
Basic user: A2, A1, Below A1

Scale values: 230, 220, 210, 200, 190, 180, 170, 160, 150, 140, 130, 120, 110, 100, 90, 80

Cambridge English: Advanced: Grade A, Grade B, Grade C, Level B2

Your overall performance is calculated by averaging the scores you achieve in Reading, Writing, Listening, Speaking and Use of English. The weighting of each of the four skills and Use of English is equal

You will receive a Statement of Results. If your performance ranges between CEFR Levels B2 and C2, you will also receive a certificate.

Pass grades:

Grade A (C2), Grade B (C1), Grade C (C1)

If you do not pass, but still do reasonably well you are issued a B2 certificate. (© 2015 UCLES, n.d.)

(© 2015 UCLES, n.d.)

COSTS AND FEES

The cost of entering for the Cambridge English: Advanced (CAE) exam depends on where you take it. In many countries, the exam can cost less than other leading international English language exams Expect to pay around €150 euros. (© 2015 UCLES, n.d.)

Cambridge Michigan Examination for the Certificate of Proficiency in English (ECPE)

WHAT IS IT?

The Examination for the Certificate of Proficiency in English (ECPE) is a standardized English as a foreign language (EFL) examination. It is recognized in several countries as official proof of advanced proficiency in the English language and can be used for academic and professional purposes. It is accepted by some universities as evidence of proficiency in English if it has been received within the past two years. (© 2015 UCLES, n.d.)

Since its introduction, the ECPE has been regularly updated to ensure that the examination reflects current research in language teaching and assessment and also continues to provide test takers with a test that helps them to demonstrate their language proficiency. The ECPE is a standardized advanced-level English as a foreign language (EFL) examination and is administered at authorized test centers around the world. A new test form is developed for each administration.

The ECPE is administered internationally and is appropriate for adults and university-aged students residing in any country where the common language is not English. The ECPE assesses linguistic, discoursal, sociolinguistic, and pragmatic elements of the English language. Listening, reading, writing, and speaking skills are evaluated through a combination of tasks. The purpose of the ECPE is to certify advanced English language

proficiency. The examination focuses on skills and content at the C2 level of the Common European Framework of Reference (CEFR). (CaMLA, 2014)

WHAT IS IT LIKE?

Stimuli in the ECPE reflect a range of situations likely to be met in most countries. The CEFR identifies four basic domains, namely personal, public, occupational, and educational (Council of Europe, 2001: 48–49). The ECPE focuses on the public, occupational, and educational domains. Various topics are used across these three domains. See the table below. (CaMLA, 2014)

Public	public spaces (street, shops, restaurants, sports, or entertainment venues) and other social networks outside the home
Occupational	workplace settings (offices, workshops, conferences), etc.
Educational	schools, colleges, classrooms, residence halls, etc.

(CaMLA, 2014)

Test takers should require no specialized knowledge or experience to understand the content of the items or prompts. Topics should be equally accessible to a range of ages and should represent a variety of opinions. In addition, the input should not present controversial, emotionally upsetting, or unrealistic scenarios

SCORES

ECPE test takers who achieve an average score of 650 or higher will be awarded a certificate. Additionally, those who achieve a score of 840 or higher in all four sections will be awarded a Certificate of Proficiency with Honors. An ECPE qualification is valid for life (CaMLA, 2014)

|	Scaled Score Per Section
Honors (H)	840-1000
Pass (P)	750-835
Low Pass (LP)	650-745

Borderline Fail (BF)	610-645
Fail (F)	0-605

Therefore, ECPE certificate holders are expected to be comfortable engaging with abstract ideas and concepts. They are interactive oral English speakers; they contribute to the development of a discussion, can generally understand conversational questions, can grasp both the gist and details of a conversation delivered in Standard American English, and can understand extended spoken discourse. They should also have a wide-ranging and flexible vocabulary as well as a sound grasp of English grammar. They can understand written materials that are encountered in both general and specialized professional contexts as well as in university-level reading. Additionally, they are able to communicate in standard written English with good expression and accuracy. (CaMLA, 2014)

COST AND FEES

The test fees are set by each center. About $40USD.

English Pedagogical Certifications
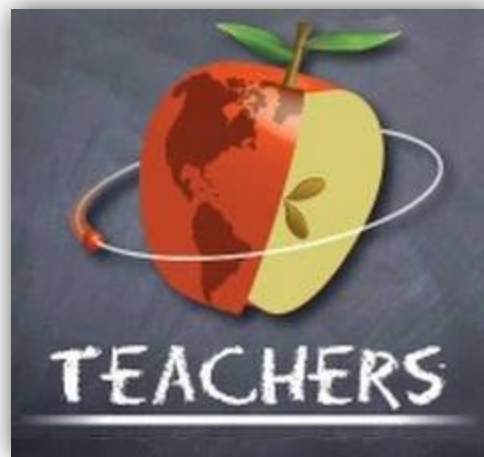
DIP TESOL

WHAT IS IT?

The LTCL Diploma TESOL is intended for all teachers of English to speakers of other languages who have had at least two years' full-time teaching experience either in their home country or elsewhere, whether English is the teacher's first, second or foreign language. (Copyright © 2015 Trinity College London, s.f.)

WHAT IS IT LIKE?

Trinity LTCL Diploma TESOL Syllabus 2005			
	Section 1	Section 2	Section 3
Unit 1 *Written paper* **(three hours)** **(externally assessed**	Language: Four short questions (choice of five)	Learning and Teaching: One essay (choice of three questions	Professional Development: One essay (choice of three questions)
Unit 2 *Coursework portfolio* **(internally assessed and externally moderated)**	Observation Instrument(s): Rationale and evaluation of use in a minimum of 6 hours' (of 10 hours') compulsory Observation	Developmental Record: Based on a minimum of 10 hours' (of 15 hours') compulsory teaching	Independent Research Project
Unit 3 *Interview* **(30 minutes)** **(externally assessed)**	Talk on prepared topic and discussion (10 minutes): The interview will have a phonological focus	Phonemic transcription (5 minutes)	Discussion on topics concerning aspects of theory and practice (15 minutes)
Unit 4 *Classroom teaching*	Internally assessed: *Planning*	Externally assessed: *Planning* (20 minutes	Internally assessed and

(internally and externally assessed)	*Teaching* (four one hour lessons) *Lesson evaluation*	of which 10 minutes discussion with candidate) *Teaching* (60 minutes) *Lesson evaluation* (20 minutes)	externally moderated teaching journal based on internally assessed lessons in Section 1

SCORES

The Trinity grading and marking schemes for the Diploma are based on the following overall assessment criteria which relate to qualifications approved at Level 7 of the UK National Qualifications Framework in relation to expectations of distinction, pass and fail, and which are reflected in Trinity standards worldwide for good practice in the language teaching classroom.The grading and marking schemes and more detailed assessment criteria vary for each Unit. Details of the Trinity assessment schemes for each Unit are included in the Validation Requirements, Syllabus and Bibliography 2005 booklet and on the website. Course providers are obliged to conduct their internal assessment using the criteria set by Trinity.

To achieve a Pass overall, a candidate must obtain 50% of the total marks available in each of the four Units. To achieve a Distinction, a candidate must obtain 80% of the total marks available in each of three of the four Units, including Unit 4, and at least 50% of the total marks available in the remaining Unit. (Copyright © 2015 Trinity College London, s.f.)

COSTS AND FEES

It will depend in the place is taken.

Celta: Certificate in English Language Teaching to Adults

The Certificate in English Language Teaching to Adults is an international TEFL training and certification program. This program is for people with little or no previous teaching experience. During the course, candidates develop familiarity with the principles of effective teaching and a range of practical skills for teaching English to adult learners. The course includes teaching practice, observation of experienced teachers in the classroom and completion of a range of practically focussed written assignments (UCLES, 2015).

WHAT IS IT LIKE?

CELTA training can be either full time (intensive), typically 4-5 weeks, part time, ranging from a few months to over a year or **online** – combining online self-study with hands-on teaching practice.

Any candidate during the CELTA course will cover **five main topics** as part of the *CELTA* course:

- ℘ Learners and teachers, and the teaching and learning context
- ℘ Language analysis and awareness
- ℘ Language skills: reading, listening, speaking and writing

- ℘ Planning and resources for different contexts
- ℘ Developing teaching skills and professionalism.

The course programmes are designed by individual centres, based on specifications produced by the University of Cambridge ESOL Examinations (Cambridge ESOL). (UCLES, 2015)

SCORE

Takers will be assessed throughout the course**.** There is no final examination. An external assessor, appointed by Cambridge English Language Assessment, moderates each course.

There are two types of assessment – Teaching Practice and Written Assignments. To get the *CELTA* certificate, takers must pass both assessments. There are three passing grades:

- ℘ Pass 'A'
- ℘ Pass 'B'
- ℘ Pass

(© 2015 UCLES, 2015)

COST AND FEES

Total course fees can vary from the place the course is taken. It can be from a total course fees £**1**350 EUR up to £1495 EUR. (© International House Riga-Satva, 2015)

TKT: Teaching Knowledge Test

The test has an aim "Increase teachers confidence and enhance job prospects by focusing on the core teaching knowledge needed by teachers of primary, secondary or adult learners, anywhere in the world" (UCLES , 2015).

WHAT IS IT LIKE?

The test has three modules which can be taken together or individually in three sessions.

Modules

1. Language and background to language learning and teaching.
2. Planning lessons and use of resources for language teaching.
3. Managing the teaching and learning process.

Module one consists of three parts the time provided to complete it is one hour and 20 minutes and the number of questions are 80. The syllabus according to University of Cambridge "This module tests candidates' knowledge of terms and concepts common in English language teaching, It also focuses on the factors underpinning the learning of English and knowledge of the range and functions of the pedagogic choices the teacher has at his/her disposal to cater for these learning factors" (UCLES , 2015).

Module two consists of two parts the time provided to complete it is one hour and 20 minutes and the number of questions are 80. According to University of Cambridge This module focuses on what teachers consider and do while planning their teaching of a lesson or series of lessons. Teaching in this context is intended also to refer to assessment. It focuses too on the linguistic and methodological reference resources that are available to guide teachers in their lesson planning as well as on the range and function of materials and teaching aids that teachers could consider making use of in their lessons. Knowledge of any particular book is not required (UCLES , 2015).

Module three consists of two parts the time provided to complete it is one hour and 20 minutes and the number of questions are 80. According to University of Cambridge This module tests candidates' knowledge of what happens in the classroom in terms of the language used by the teacher or learners, the roles the teacher can fulfill and the ways in which the teacher can manage and exploit classroom events and interaction (UCLES , 2015).

SCORE

In regard of grading Cambridge ESOL uses a band in a scale from 1 to 4 being 1 the lowest and four the highest score. Each question carriers mark so the highest score per module is 80.

Band	A candidate at this levels demonstrate
1	Limited knowledge of TKT content areas
2	Basic, but systematic knowledge of TKT content areas.
3	Breadth and depth of knowledge of TKT content areas
4	Extensive knowledge of TKT content areas

(UCLES , 2015).

COST AND FEES

The cost may vary, depending on where *TKT* is taken. To find out the cost, takers contact the local teaching qualification centre. But can be around $180. (© 2015 UCLES, 2015)

ICELT: In-Service Cretificate in Egnlsih Language Teaching

WHAT IS IT?

This test is a highly practical course-based award which provides in-service teacher training and development for practicing 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.

WHAT IS IT LIKE?

The course includes coverage of seven units:

1. Language Knowledge and Awareness
2. The Background to Teaching and Learning English
3. Resources and Materials
4. Planning and Management of Teaching and Learning
5. Evaluation, Monitoring and Assessment
6. Professional Development
7. Language for Teachers

(University of Cambridge ESOL examinations, 2005)

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.

Module Two: Teaching and Methodology Module. The course programs may focus on teaching adult learners, learners in primary schools or learners in secondary schools. A program will normally focus on one specific teaching context. (UCLES, Cambridge English, 2015).

SCORE

Assessment is undertaken by the course tutors.

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.

The moderator's report, coursework records and a sample of coursework are submitted to Cambridge ESOL 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. (University of Cambridge ESOL examinations, 2005)

COST AND FEES

Total course fees can vary from the place the course is taken. It can be from total course fees of $4,300. (Copyright 2010 Universidad de La Sabana, 2010)

DELTA

WHAT IS IT?

It is one of the most important diplomas that Cambridge English can offer. It has given the Delta to the world since 2008, having as predecessor the DELTA (Diploma in English Language Teaching to Adults), which was introduced in 1999. (UCLES, Cambridge English, 2015).

WHAT IS IT LIKE?

In this diploma, the candidate will go under 3 rigorous modules; the last module has two options that can be chosen by the person who takes the certification. They can be taken in some countries around the world, but the home of such diploma is Cambridge English, UK.

- ℘ Module One   Understanding Language, Methodology and Resources for Teaching

- ℘ Module Two   Developing Professional Practice

- ℘ Module Three   Option 1: Extending Practice and ELT Specialism
  Option 2: English Language Teaching Management

(© 2015 UCLES , 2015)

- Module One is a written examination which includes two 90-minute written papers with a 30-minute break between each paper. The examination is externally set and marked.

- Module Two requires a portfolio of coursework, including observed lessons, background written essays and an externally assessed lesson observation.

- Module Three is an extended written assignment. For Option 1, the assignment is focused on a specialist area of teaching and learning chosen by the candidate (e.g. English for academic purposes, teaching exam classes, young learners, one-to-one teaching). For Option 2, candidates complete an assignment on their chosen ELT management specialism. The extended assignment is externally marked.

(© 2015 UCLES , 2015)

COST AND FEES

Total course fees can vary from the place the course is taken. It can be from total course fees of €2,930 or more. (IH Barcelona, 2015)

IDLTM: International Diploma in Language Teaching Management

WHAT IS IT?

IDLTM is a qualification in management theory and practice in the context of language learning and teaching. It is ideal for teachers who want to step up to management roles.

WHAT IS IT LIKE?

This course requires 325 hours of study time. Typically, this begins with a 2-week, full-time, face-to-face course. The remainder is taught in a flexible way by distance learning over a 6-month period and concludes with a final online 'capstone' assignment, in which the candidate summaries what he/she has learned during the course. The course has eight units, for all units apart from the introductory unit; takers will need to complete an assignment. Assignment lengths vary from 1,000 to 3,500 words (UCLES , 2015)

Units contained in the course:

Introductory unit (non-assessed)	Management and managing
Unit 1	Organisational management
Unit 2	Managing financial resources
Unit 3	Human resource management and communication
Unit 4	Marketing
Unit 5	Client and customer service
Unit 6	Academic management
Units 7 & 8	Two elective modules chosen by the centre

(© 2015 UCLES)

SCORE

One assignment will be set for each module except the Introductory unit. Assignment lengths vary from 1000-3000 words depending on the module The assignment types also differ, depending on the nature of the module, for example, essay, costed proposal or marketing plan. (© 2015 The University of Queensland, 2015)

Pass, Distinction, Fail

Candidates who meet the course requirements and who demonstrate that they have met the pass standard for all assessed components will be awarded a Pass.

A Pass with Distinction will be awarded to candidates who meet the course requirements and who demonstrate that they have met the distinction standard in four of the six core modules. Candidates who resubmit one or more pieces of work are not eligible for a distinction. If a pass has been achieved, an assignment cannot be resubmitted in order to gain a distinction.

Candidates who fail to meet pass standard in one or more of the assessed components will be awarded a Fail. (IH Barcelona, 2015)

COST AND FEES

Total course fees can vary from the place the course is taken. It can be from total course fees of €3,150, plus any Certification fee that can be around €569. (IH Barcelona, 2015)

Trinity CertTESOL

WHAT IS IT?

The Trinity Certificate in Teaching English to Speakers of Other Languages (CertTESOL) is a TESOL or TEFL (Teaching English as a Foreign Language) certificate designed for those with little or no experience of teaching English. It equips candidates with the basic skills and knowledge needed to take up a first post as an ESOL teacher. It gives an

introduction to the theory and practice of English teaching and an insight into the challenges facing the learner and the role of the teacher. (© 2015 Trinity College London, 2015)

WHAT IS IT LIKE? AND SCORE

The main course content is delivered and assessed through five units. The work for Units 1, 2, 3 and 5 is marked by your internal course tutors and moderated or sampled and checked by a member of the Trinity moderators panel at the end of every course. The moderator externally assesses the work for Unit 4. (© 2015 Trinity College London, 2015)

The Units are:

Unit 1: Teaching skills, assessed through:

- Tutors' evaluation of six hours of teaching with real learners

- A journal including trainees' own lesson plans, with self- and tutor-evaluation

- A journal covering trainees' reflective comments following observation of four hours of ESOL teaching by experienced teachers

Unit 2: Language awareness including grammar and phonology, assessed through:

- A test or practical project
- Ongoing use of spoken and written English

Unit 3: Learner profile, assessed through:

- The preparation of a simple linguistic profile and needs analysis, including some basic phonemic transcription, of a single learner

- The planning of, and reflection on, a one-to-one lesson

- The preparation of recommendations for the learner's future language development

Unit 4: Materials assignment, assessed through:

- Written rationale for the development of one piece of teaching material

- Written evaluation of use of this in classroom teaching

- Interview with a Trinity moderator to discuss the above and the ways in which materials development is beneficial to the development of teaching skills

Unit 5: Unknown language, assessed through:

- A journal covering trainees' reflective comments on four hours' tuition in an unknown language from the point of view of the beginner, including an analysis of the key aspects of methods and classroom management that affect the learner positively and negatively

(© 2015 Trinity College London, 2015)

COST AND FEES

Individual course providers set their own course fees. A moderation fee payable to Trinity will be charged to every trainee by the training organization in addition to the course fee.

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