



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Qualifi Level 5 Certificate in Teaching English as a Foreign Language (TEFL) (The TEFL Academy)

Specification (For Centres)
October 2018

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About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160.

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications. QUALIFI is also recognised by Qualifications in Wales (QW) and the Council for the Curriculum, Examinations and Assessment (CCEA) who are responsible for Awarding Organisations and quality assurance in both Wales and Northern Ireland. QUALIFI is also a signatory to BIS international commitments of quality.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

1 Introduction	5
1.1 Why Choose QUALIFI Qualifications?	5
1.2 Employer Support for the Qualification Development	5
1.3 Qualification Titles and Codes	6
1.4 Awarding Organisation	6
2 Programme Purpose	6
2.1 Reasons for the Qualification	6
2.2 Rationale, aims and learning outcomes of the course	6
2.3 Aims of the Certificate and Diploma	7
2.4 Learning Outcomes of the Diploma	7
3. Delivering the Qualification	7
3.1 Quality Assurance Arrangements	7
3.2 Entry Criteria	8
4 Structure of the Qualification	8
4.1 Units, Credits and Total Qualification Time (TQT)	8
4.2 Qualification Structure	9
5 Guidance to Teaching and Learning	10
6 Learner Support	10
6.1 Data Protection	10
7. Assessment	11
8. Course Regulations	12
8.1 Course Requirements	12
8.2 Classification of Awards	12
8.3. Learner Voice	12
8.4 Complaints	12
9 Equality and Diversity	12
10. Further Professional Development and Training	13
Appendix 1: Unit Descriptors	14
QUALIFI Level 5 Certificate in Teaching English as a Foreign Language (TEFL)	14
Unit 1: An Introduction to Lesson Planning	14
Unit 2: Teaching English Vocabulary	16
Unit 3: Teaching Pronunciation	18
Unit 4: Understanding English Grammar	20

<i>Unit 5: Teaching Receptive Skills: Listening and Reading.....</i>	<i>23</i>
<i>Unit 6: Teaching Productive Skills: Speaking and Writing.....</i>	<i>26</i>
<i>Unit 7: Teaching English Grammar</i>	<i>29</i>
<i>Unit 8: History of the English Language and English Language Teaching.....</i>	<i>32</i>
<i>Unit 9: Teaching Materials and Aids and Classroom Management Strategies.....</i>	<i>35</i>
<i>Unit 10: The Effective Use of Resources for TEFL</i>	<i>37</i>

1 Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills

1.2 Employer Support for the Qualification Development

The development of these qualifications has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualifications on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Titles and Codes

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualifications has its own RQF code. The QAN for this qualification is as follows:

QUALIFI Level 5 Certificate in Teaching English as a Foreign Language (TEFL) -603/3835/0

1.4 Awarding Organisation

QUALIFI LTD

2 Programme Purpose

2.1 Reasons for the Qualification

The Qualification has been created to contribute to the professionalism of the global TEFL industry.

The programme is designed to develop the academic and professional skills and qualities needed to begin a career as an EFL teacher.

2.2 Rationale, aims and learning outcomes of the course

The Level 5 programme will require learners to gain a sufficient understanding of language systems and commonly used teaching approaches to embark on a career in TEFL. The qualification will enable learners to become independent, novice teachers with the tools to plan appropriate lessons and courses for their students without support if necessary. The optional (unaccredited) short follow on courses allow our learners to select a teaching specialisation if they wish to.

The reflection activities and research tasks provided throughout the course are designed to equip our learners to continue to develop their knowledge and understanding of language, and to reflect on their teaching practice throughout their careers.

2.3 Aims of the Certificate and Diploma

The Qualifi Level 5 Certificate in TEFL aims to give learners the opportunity to:

- Gain a qualification from an internationally recognised awarding organisation.
- Learn from a curriculum supported by content relevant to modern English language teaching.
- Develop new skills and knowledge that can be immediately applied.
- Prepare to take up positions in educational establishments or to work independently as private tutors.
- Have assignments marked by professionals with practical experience as EFL teachers and teacher trainers.
- Progress along a pathway to study for a higher level of qualification in teaching and/or linguistics, should they choose to in the future.

2.4 Learning Outcomes of the Diploma

The overall learning outcomes of the Certificate are for learners to:

- Understand the rules of English language and how to convey these in a foreign language classroom.
- Understand the nature of foreign language skills and how to develop them.
- Understand and apply basic standard teaching procedures appropriately.
- Select, design, and review their own teaching materials and lesson plans appropriate to specific teaching situations.
- Demonstrate their ability to work independently.
- Improve their own employability through developing their awareness of the relationship between learner needs and the practical application of teaching methodology in the language classroom.

The learning outcomes for each unit are identified in Appendix 1 within the unit descriptors.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will

ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates assignments
- agrees the final mark and issues certificates.

QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' will apply to its assignment setters, markers and moderators.

3.2 Entry Criteria

QUALIFI Level 5 Certificate in Teaching English as a Foreign Language (TEFL)

This qualification has been designed to be accessible without artificial barriers that restrict access and progression. There are no entrance requirements.

In the case of applicants whose first language is not English, then IELTS 6.5 (or equivalent) is recommended.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Certificate in Teaching English as a Foreign Language (TEFL) is a Level 5 qualification made up of **10 units** equating to 30 credits.

The units have been designed from a learning time perspective and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Assessment.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning

- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are normally defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. For the purposes on this online course. Guided Learning means time spent on the learning platform, including doing end of unit tests and any communication with tutors.

4.2 Qualification Structure

There are 10 mandatory units for this qualification. All units cover a number of topics relating to learning outcomes. Each unit has the equivalency of credits.

Learners are required to complete the 10 units to achieve the credits required to gain the Level 5 Certificate in Teaching English as a Foreign Language (TEFL).

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
M/617/3459	An Introduction to Lesson Planning	5	10	1	8
H/617/3460	Teaching English Vocabulary	5	20	2	10
K/617/3461	Teaching Pronunciation	5	30	3	15
M/617/3462	Understanding English Grammar	5	50	5	25
T/617/3463	Teaching Receptive Skills: Listening and Reading	5	50	5	30
A/617/3464	Teaching Productive Skills: Speaking and Writing	5	20	2	14
F/617/3465	Teaching English Grammar	5	60	6	30
J/617/3466	History of the English Language and English Language Teaching	5	10	1	8
L/617/3467	Teaching Materials and Aids and Classroom Management Strategies	5	10	1	8
R/617/3468	The Effective use of Resources for TEFL	5	40	4	20

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the

commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

These qualifications are vocational as they can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and original thought, problem solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

QUALIFI has an assessment policy and procedure documents that are available to all centres delivering this qualification. QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' covers the following:

- assessment strategy
- assessment arrangements for learners with a disability
- verification
- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure
- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism
- referencing
- confidential material
- submission.

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass with the appropriate mark to receive the full Certificate Award.

QUALIFI will issue certificates to all successful students through the registered centres.

8.2 Classification of Awards

The classification is pass or fail.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities

or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 115 888 2323

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net www.QUALIFI-international.com

Appendix 1: Unit Descriptors

QUALIFI Level 5 Certificate in Teaching English as a Foreign Language (TEFL)

Unit M/617/3459: An Introduction to Lesson Planning

Unit code:

RQF level: 5

Unit Aim:

To introduce students to the principles of lesson planning for foreign language lessons.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment	Criteria:
To achieve this unit a learner must be able to:	Assessment of these outcomes demonstrates a learner can:	
1. Understand the structure of, and the rationale for a typical lesson plan	1.1 Explain the different parts of a lesson plan	
	1.2 Explain the rationale for selecting specific procedures and interactions	
2. Understand common basic lesson structures, types of class and classroom interactions	2.1 Explain different possible lesson structures	
	2.2 Evaluate the advantages of different types of classroom interaction	
	2.3 Assess different ways of giving learner feedback	
3. Produce effective lesson plans for classes at different levels	2.3 Explain the differences between teaching mono-lingual and multi-lingual classes	
	3.1 Produce an effective lesson plan for an intermediate class	

	3.2 Produce an effective lesson plan for an elementary class
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Indicative Content

A consideration of what foreign language learning and teaching involves.

An examination of different types of lesson and class.

A close examination of the lesson planning process.

Suggested Resources

Kris Rugsaken. 2006. *Body Speaks: Body language around the world*. Available at: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Body-Language-Around-the-World.aspx> [Accessed May 2018].

Cultural Etiquette around the World (2016) eDiplomat [Accessed May 2018] Available at: http://www.ediplomat.com/np/cultural_etiquette/cultural_etiquette.htm

TESOL UAE: Resource selection and implementation in the ESF/EFL classroom (n.d) <http://teaching-english-abroad.ontesol.com/tesol-uae-resource-selection-and-implementation-in-an-eslefl-classroom/> [Accessed May 2018].

'Muhammad' Teddy Teacher Arrested, 26 November 2007, BBC News <http://news.bbc.co.uk/1/hi/world/africa/7112929.stm> [Accessed May 2018]

Michael Hines, *Total ESL Organisation*. Dec 24, 2011. *ESL Lesson Plans: Types and Purpose*. Available at: <http://ezinearticles.com/?ESL-Lesson-Plans:-Types-and-Purpose&id=6777729> [Accessed: May 2018]

Multilingual vs Monolingual, TEFL/TESOL (11/9/13) Available at: <https://teflitesol.weebly.com/discussions/multilingual-vs-monolingual> [Accessed: May 2018]

Unit H/617/3460: Teaching English Vocabulary

Unit code:

RQF level: 5

Unit Aim:

To introduce students to the analysis of vocabulary for language teaching purposes and techniques used to convey meaning.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1 Understand the terminology used to categorise vocabulary	1.1 Explain different ways of categorising vocabulary items
2. Understand the meaning, form and pronunciation of a vocabulary item for teaching purposes	2.1 Assess an intermediate text in order to select appropriate items for vocabulary pre-teaching
	2.2 Demonstrate the ability to clarify meaning and check understanding of specific vocabulary items
	2.3 Appraise and select appropriate teaching techniques for introducing new vocabulary items
	2.4 Assess an advanced text in order to select appropriate items for vocabulary pre-teaching
3. Use various vocabulary teaching and recycling techniques	3.1 Examine the usefulness of various techniques and equipment in vocabulary teaching
	3.2 Analyse ways of recycling new vocabulary in lessons
	3.3 Design an activity to develop vocabulary and dictionary skills
	3.4 Demonstrate the ability to grade language appropriately for vocabulary teaching with an intermediate class

Indicative Content

Different ways of grouping vocabulary items, e.g. lexical sets, cognates, false friends, collocation

Techniques and equipment used in teaching new vocabulary, e.g. realia, visual aids, dictionaries, translation, mind maps, gesture and mime.

Introduction to the concepts of meaning, form and pronunciation (MFP) and their importance in the presentation of new language.

Suggested Resources

Cambridge Learner's Dictionary <http://dictionary.cambridge.org/dictionary/learner-english/>

Merriam-Webster's Learner's Dictionary <http://www.learnersdictionary.com/>

Oxford Learner's Dictionary <http://www.oxfordlearnersdictionaries.com/>

One Stop English (n.d) *Vocabulary Practice Activities Available at:* <http://www.onestopenglish.com/community/lesson-share/extras/vocabulary/> [Accessed May 2018]

A-Z teacher *Make your own crossword puzzle* <http://tools.atozteacherstuff.com/free-printable-crossword-puzzle-maker/>

Arguments in favour of using translation in the classroom:
Guy Cook, *Translation in language teaching and learning*, OUP, October 2011 Available at:
<https://oupeltglobalblog.com/2011/10/20/translation-in-language-teaching-and-learning/>
[accessed May 2018]

Jo Budden, *Realia*, The British Council (nd) Available at:
<https://www.teachingenglish.org.uk/article/realia-0> [accessed May 2018]

Richard Frost, *Presenting Vocabulary*, The British Council (nd) Available at:
<https://www.teachingenglish.org.uk/article/presenting-vocabulary> [accessed May 2018]

ESL *Eliciting* Available at: www.youtube.com/watch?v=RR_JJWuZbzs [Accessed May 2018]

Eliciting and Concept *Checking at Transworld Schools* (March 2011) Available at
<https://www.youtube.com/watch?v=UPNT3WLKrBk&feature=youtu.be> [Accessed June 15, 2018]

Unit K/617/3461: Teaching Pronunciation

Unit code:

RQF level: 5

Unit Aim:

To give students a sufficient understanding of English pronunciation for teaching purposes.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand the value of the phonetic symbols used to represent the sounds of spoken English	1.1 Explain the value of phonetic symbols used to represent the sounds of spoken English
	1.2 Determine the correct transcription of short stretches of speech
2. Understand how the sounds of English are formed	2.1 Classify phonemes according to their formation
	2.2 Explain the manner and place of articulation of English phonemes
3. Understand how stress operates in English words and sentences	3.1 Identify word stress
	3.2 Identify sentence stress for teaching purposes
4. Understand the different aspects of pronunciation and how to teach them when presenting new language	4.1 Explain the value of focusing on pronunciation in the language classroom
	4.2 Analyse teaching techniques that can assist with specific pronunciation problems
	4.3 Explain L1 interference
	4.4 Analyse transcription and word stress of specific vocabulary items for teaching purposes

Indicative Content

Introduction to IPA. Examination of how sounds are formed through analysis of layout of chart for British English s

ubset of phonetic symbols. Examination of word and sentence and intonation. Consideration of why a strong pronunciation focus is important in language teaching. Ways of approaching pronunciation teaching.

Suggested Resources

British Council/BBC (15 December 2010) *Phonemic Chart*. Available at: <http://www.teachingenglish.org.uk/article/phonemic-chart> [Accessed May 2018]

Robert Mannell and Felicity Cox (n.d) *Phonemic (Broad) Transcription of Australian English*. Available at: http://clas.mq.edu.au/speech/phonetics/transcription/phonemic_transcription/phonemic_transcription.html [Accessed May 2018]

Learn to Speak English Like native speakers! (n.d) *American English IPA: The American Spoken English (ASE) IPA* Available at: <http://englishspeaklikenative.com/resources/american-english-ipa/> [Accessed May 2018]

Scroll down to the 'Pronunciation' section of this page on the Omniglot website for an examination of different English accents:

Simon Agar Omniglot (1998-2016) English Available at: <http://www.omniglot.com/writing/english.htm> [Accessed May 2018]

Pronunciation Coach: ESL pronunciation for learners of American English (7 December 2011) *Vanishing syllables* Available at: <https://pronunciationcoach.wordpress.com/2011/12/07/vanishing-syllables/> [Accessed May 2018]

A discussion of attempts to produce a chart similar to the one for British English shown in this module for General American English:

Scott Thornbury An A-Z of ELT (n.d.) P is for phonemic chart. Available at: <https://scottthornbury.wordpress.com/2010/08/08/p-is-for-phonemic-chart/> [Accessed May 2018]

<http://www.omniglot.com/writing/english.htm>

Brief Encounter (final scene), YouTube, <https://www.youtube.com/watch?v=hubyFgSUaGA> [accessed May 2018]

Sentence Stress, English Club (nd) available at: <https://www.englishclub.com/pronunciation/sentence-stress.htm> [accessed May 2018]

Great Idea: Dictogloss, EAL Nexus, The Bell Foundation (nd) available at: <https://ealresources.bell-foundation.org.uk/information/great-idea-dictogloss> [accessed May 2018]

Intonation in English Pronunciation, Learn English Today (nd) available at: <https://www.learn-english-today.com/pronunciation-stress/intonation.html> [accessed May 2018]

Adrian Underhill, *Assimilation or elision?* Adrian Underhill's Pronunciation Site <http://www.adrianunderhill.com/2016/04/18/qa-assimilation-or-elision/> [accessed May 2018]

Books

Bowler, B. Cunningham, S. Moor, P. Parminter, S. New Headway Pronunciation Course, OUP, 2000

Kelly, G. How to Teach Pronunciation, Pearson, 2000.

Kenworthy, J. Teaching English Pronunciation, Longman, 1987.

Other Resources

Wikipedia (8 January 2017) *International phonetic alphabet chart for English dialects* Available at:

https://en.wikipedia.org/wiki/International_Phonetic_Alphabet_chart_for_English_dialects

[Accessed May 2018]

Unit M/617/3462: Understanding English Grammar

Unit code:

RQF level: 5

Unit Aim

To introduce students to the main grammatical areas that they will need to have in order to teach EFL.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1 Understand the grammatical categories of words in English and describe their functions	1.1 Explain the grammatical categories of individual words in context
	1.2 Explain subject, object and possessive pronouns and possessive adjectives/determiners
2 Understand clause and sentence structure	2.1 Analyse the clause structure of given sentences
	2.2 Describe different types of compound sentence
	2.3 Describe the functions of punctuation marks
3. Understand the forms and various functions of verb tenses	3.1 Analyse the forms of the different verb tenses in English

	3.2 Produce correct forms of the different verb tenses
	3.3 Explain the various functions of different verb tenses
	3.4 Analyse a specified verb tense form and function in sufficient depth to teach it effectively

Indicative Content

An examination of the different word classes in English grammar, followed by an examination of clause structure. Students will understand and be able to identify simple, compound and complex sentences, and the functions of the main punctuation marks used in English. The final section of the unit is devoted to a close examination of the tense system in English.

Suggested Resources

Grammar Bytes. *The Coordinating Conjunction*. Available at: <http://www.chompchomp.com/terms/coordinatingconjunction.htm> [Accessed May 2018]

Cambridge Dictionaries Online. 2015. *Conjunctions: Time* Available at: <http://dictionary.cambridge.org/grammar/british-grammar/conjunctions-time> [Accessed May 2018]

Get It Right. *Commas between Coordinate Adjectives*. Available at: <http://www.getitwriteonline.com/archive/042301comcoordadj.htm> [Accessed May 2018]

British Council (n.d) *Determiners and Quantifiers*. Available at: <http://learnenglish.britishcouncil.org/en/english-grammar/determiners-and-quantifiers> [Accessed May 2018]

Adjectives, Learn English, The British Council, available at: <https://learnenglish.britishcouncil.org/en/english-grammar/adjectives/adjectives-ed-and-ing> [Accessed May 2018]

Adverbs, Learn English, The British Council, available at: <https://learnenglish.britishcouncil.org/en/english-grammar/adverbials> [Accessed May 2018]

Determiners, Learn English, The British Council, available at: <https://learnenglish.britishcouncil.org/en/english-grammar/determiners-and-quantifiers/quantifiers> [Accessed May 2018]

Verbs, Learn English, The British Council, available at: <https://learnenglish.britishcouncil.org/en/english-grammar/verbs> [Accessed May 2018]

Concrete vs Abstract Nouns, Harry Judd, YouTube available at: <https://www.youtube.com/watch?v=HA76Wa7uUxw&feature=youtu.be> [Accessed May 2018]

Prepositions List, English Club, (nd) available at: <https://www.englishclub.com/vocabulary/prepositions/list.htm> [Accessed May 2018]

TIP Sheet DEFINITE AND INDEFINITE ARTICLES, Butte College available at: <http://www.butte.edu/departments/cas/tipsheets/grammar/articles.html> [Accessed May 2018]

Co-ordinating Conjunctions Grammar Bytes, available at: <http://www.chompchomp.com/terms/coordinatingconjunction.htm> [Accessed May 2018]

Adverb Clauses are Subordinate Clauses, Grammar Revolution available at: <https://www.english-grammar-revolution.com/adverb-clauses.html> [Accessed May 2018]

Examples of Sentence Pattern Grammar in English, available at: <http://www.grammarinenglish.com/sentencepattern/?lesson=examples> [Accessed May 2018]

Other Resources

Your Dictionary. (n.d.) *Nouns*. Available at: <http://grammar.yourdictionary.com/parts-of-speech/nouns/> [Accessed May 2018]

English club *List of Prepositions*. Available at: <https://www.englishclub.com/vocabulary/prepositions/list.htm> [Accessed May 2018]

The English Club. (n.d) *Parts of Speech Quiz*. Available at: <https://www.englishclub.com/grammar/parts-of-speech-quiz.htm> [Accessed May 2018]

78WJ. *Subject - Verb - Object*. Available at: <https://www.youtube.com/watch?v=UelAAU-g3Mc> [Accessed May 2018]

Grammaring *Time, tense and aspect* <http://www.grammaring.com/time-tense-and-aspect>

The English Page. (n.d.) *Verb Tense Tutorial* Available at: <http://www.englishpage.com/verbpage/verbtenseintro.html> [Accessed May 2018]

Co-ordinating Conjunctions Grammar Bytes, available at: <http://www.chompchomp.com/terms/coordinatingconjunction.htm> [Accessed May 2018]

Video for young learners on article use: *Articles A, An and The For Kids*, Periwinkle, YouTube, March 2017, available at: <https://www.youtube.com/watch?v=VNyLSD-L9VQ>

Co-ordinating and subordinating conjunctions Understand the difference between coordination and subordination, Grammar Bytes, available at: <http://www.chompchomp.com/terms/coordinatingconjunction.htm> [Accessed May 2018]

If you are worried about when to place commas between adjectives, have a look at the article *Commas between Co-ordinate Adjectives*, Get it Write, 2001, available at: <http://www.getitwriteonline.com/archive/042301comcoordadj.htm> [Accessed May 2018]

Unit T/617/3463: Teaching Receptive Skills: Listening and Reading

Unit code:

RQF level: 5

Unit Aim

To give students an understanding of reading and listening skills and procedures and techniques used to enhance these skills in foreign language teaching.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand the reading process and typical stages of reading development	1.1 Explain the stages involved in learning to read
2. Understand different types of reading and listening skills	2.1 Explain the differences between extensive and intensive listening
	2.2 Explain the differences between skimming and scanning in reading
	2.3 Explain different types of discourse marker and their functions
3. Implement different approaches to developing reading and listening skills	3.1 Explain different classroom reading activity types and their uses
	3.2 Assess appropriate reading and/or listening activities for students' levels
	3.3 Explain the considerations involved in selecting texts for a various level
	3.4 Design a skimming and/or scanning task for a reading comprehension lesson
	3.5 Design appropriate intensive reading activities and a communicative follow on task for an intermediate class
	3.6 Design and justify appropriate reading or listening lesson follow-on tasks for an advanced class

Indicative Content

An examination of the reading process and the normal stages of reading development in learners. Different reading and listening skills are examined and we look at ways teachers can help students at different levels develop these skills in the classroom. The standard procedures for reading or listening comprehension lessons is examined in detail, leading to the first assignment, which is to design a reading lesson for an intermediate class.

Suggested Resources:

Diane Henry Leipzig (2015) *What is Reading?*
<http://www.readingrockets.org/article/what-reading> [Accessed May 2018]

[Penny Ur \(2014\) Cambridge Handbooks for Language Teachers](#)

Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy, Reading Rockets (nd) Available at:
<http://www.readingrockets.org/articles/researchbytopic/4862> [Accessed May 2018]

David O'Regan *Coherence* (2002) Available at:
<http://home.ku.edu.tr/~doregan/Writing/Cohesion.html> [Accessed May 2018]

Verb tense tutorial, *The English Page* Available at:
<https://www.englishpage.com/verbpage/verbtenseintro.html> [Accessed May 2018]

Stephen Sirfert, *6 Super Strategies for Improving ESL Reading Comprehension for Beginners* (nd) FluentU English Educator Blog Available at: <https://www.fluentu.com/blog/educator-english/esl-reading-comprehension-for-beginners/> [Accessed May 2018]

Reading lesson ideas

Lydia Breiseth, *Reading Comprehension Strategies for English Language Learners*, ASCD Available at: <http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx> [Accessed May 2018]

Rob Waring, *What is extensive listening?* Available at:
http://www.robwaring.org/er/ER_info/starting_extensive_listening.htm [Accessed May 2018]

Anthony Schmidt, *Listening Journals for Extensive and Intensive Listening Practice*, *English Teaching Forum*, 2016, Available at:
https://americanenglish.state.gov/files/ae/resource_files/etf_54_2_pg02-11.pdf [Accessed May 2018]

Catherine Morley, *Listening: Top down and bottom up*, *Teaching English*, British Council/BBC, Available at: <https://www.teachingenglish.org.uk/article/listening-top-down-bottom> [Accessed May 2018]

Rebecca Thering and Syon Davis, *8 Creative and Engaging ESL Listening Activities for Adults*, Fluent U English Educator Blog, Available at: <https://www.fluentu.com/blog/educator-english/esl-listening-activities-for-adults/> [Accessed May 2018]

Other Resources

Examples of graded readers:

<http://www.cambridge.org/gb/cambridgeenglish/catalog/skills/cambridge-english-readers/components> [Accessed May 2018]

http://www.languages-direct.com/books/easy-readers/black-cat-graded-readers?language=177#.VVDp_vDNs8I [Accessed May 2018]

Advice for students on extensive reading

Vocabulary Profilers:

Vocab Kitchen, CEFR Vocabulary Profiler (2016), Available at: <http://vocabkitchen.com/profiler/cefr> [Accessed May 2018]

English Profile, Text Inspector (2015) CUP <http://www.englishprofile.org/wordlists/text-inspector> [Accessed May 2018]

Unit A/617/3464: Teaching Productive Skills: Speaking and Writing

Unit code:

RQF level: 5

Unit Aim

To give students an understanding of speaking and writing skills and procedures and techniques used to enhance these skills in foreign language teaching.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand the notion of functions in spoken English	1.1 Explain functions in spoken English and exemplify with exponents
	1.2 Assess appropriate teaching contexts for specific functions
2. Understand various teaching activities used to develop communication skills	2.1 Explain different types of communicative teaching activities
	2.2 Examine types of communicative teaching activities appropriate for various levels
3. Understand the purpose and characteristics of accuracy and fluency focused practice activities	3.1 Explain the differences between accuracy and fluency in productive language
	3.2 Explain the differences between accuracy and fluency focused teaching activities
	3.3 Design an appropriate accuracy focused practice activity for a specific structure
	3.4 Design an appropriate fluency focused practice activity for a specific structure
4. Understand the nature of a process writing lesson and ways of correcting written work	4.1 Explain the usual stages in an EFL process writing lesson
	4.2 Explain how to use a correction code to correct written work

Indicative Content

An examination of the productive skills and different ways of improving them in foreign language teaching. An examination of the differences between fluency and accuracy in productive language and appropriate ways of focusing on these in lessons. Correcting students' spoken and written work.

Suggested Resources

[Penny Ur \(2014\) Discussions and More: Oral Fluency Practice in the Classroom, Cambridge Handbooks for Language Teachers](#)

For teaching ideas and articles see the Skills section of One Stop English, Macmillan Publishers Ltd. Available at: <http://www.onestopenglish.com/skills/speaking/speaking-matters/> [Accessed May 2018]

The Ultimate Guide to EFL Exams: Their Pros, Cons and Which One You Should Take, Oxford Royale, 2014, available at: <https://www.oxford-royale.co.uk/articles/guide-efl-exams-pros-cons.html> [accessed May 2018]

Robin L. Simmons, Grammar Bytes (n.d.) *Relative Clauses*, available at: <http://www.chompchomp.com/terms/relativeclause.htm> [accessed May 2018]

British Council, Grammar Reference (n.d.) *Relative Clauses - Defining Relative Clauses*, available at: <https://learnenglish.britishcouncil.org/en/quick-grammar/relative-clauses-defining-relative-clauses> [accessed May 2018]

Dominic Coles, DC IELTS (n.d.) *Cohesion and using pronouns*, available at: <http://www.dcielts.com/ielts-writing/cohesion-and-using-pronouns/> [accessed May 2018]

British Council/BBC Teaching English (28 July, 2003) *Approaches to process writing*, available at: <http://www.teachingenglish.org.uk/article/approaches-process-writing> [accessed May 2018]

Further Resources

Lists of language functions and exponents

English Club (n.d.) *Functional Language* Available at: <https://www.englishclub.com/vocabulary/functional-language.htm> [Accessed May 2018]

Common English Phrases (July 11, 2011) English functions and phrases Available at: <http://www.commonenglishphrases.com/2011/07/english-functions-and-phrases/>

Commonly used idioms, English Language Smart Words Available at: <http://www.smart-words.org/quotes-sayings/idioms-meaning.html> [Accessed May 2018]

Handwriting Practice.Net Handwriting Worksheet Maker, available at: <http://handwritingpractice.net/handwriting/index.html> [accessed May 2018]

Activity Village Handwriting worksheets, available at:
<http://www.activityvillage.co.uk/handwriting-worksheets> [accessed May 2018]

Working with ESOL learners with basic literacy needs, British Council ESOL Nexus, available at: <http://esol.britishcouncil.org/content/teachers/staff-room/teaching-articles/working-esol-learners-basic-literacy-needs> [accessed May 2018]

Teaching Ideas For Giving Advice

Teach-This.Com (2015) *Asking For and Giving Advice - ESL EFL Teaching Resources* Available at: <http://www.teach-this.com/resources/esl/giving-advice> [Accessed May 2018]

Busy Teacher (n.d.) *How to teach giving advice* Available at: <http://busyteacher.org/3903-how-to-teach-giving-advice.html> [Accessed May 2018]

Example of a Simulation

Kip Cates, *Global Issues in Language Teaching*, Issue 29 (Dec 1997) *Teaching about Landmines* Available at: <http://gilesig.org/29Land.htm> [Accessed May 2018]

The Best Online Resources For Teachers of Pre-Literate ELL's & Those Not Literate In Their Home Language Larry Ferlazzo's Websites of the Day (December 6, 2008) Available at: <http://larryferlazzo.edublogs.org/2008/12/06/the-best-online-resources-for-teachers-of-pre-literate-ells/> [Accessed May 2018]

Holly Andrews, *Tips for Teaching ESL Beginners and Pre-literate Adults*, *The Internet TESL Journal*, Vol. XI, No. 8, (August 2005) Available at: <http://iteslj.org/Techniques/Andrews-Beginners.html> [Accessed May 2018]

Useful images for teaching

Mike Kloran, *Images*, *My English Images* Available at: <https://myenglishimages.com/images/> [Accessed May 2018]

Common English Phrases (July 11, 2011) *English functions and phrases* Available at: <http://www.commonenglishphrases.com/2011/07/english-functions-and-phrases/>

Onestopenglish, Macmillan Education (n.d.) *Speaking Lesson Plans* Available at: <http://www.onestopenglish.com/skills/speaking/lesson-plans/> [Accessed May 2018]

Unit F/617/3465: Teaching English Grammar

Unit code:

RQF level: 5

Unit Aim

To equip students to teach grammar effectively to adult and teenage EFL students

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand the advantages of presenting new grammatical structures inductively in meaningful contexts	1.1 Develop an appropriate context for the presentation of a new structure
	1.2 Explain the need for the use of normal pronunciation and intonation when presenting new language
	1.3 Evaluate the uses of elicitation in the language classroom
2. Understand the usual learning order of grammatical structures in ESOL learners	2.1 Explain the usual learning order of grammatical structures in ESOL learners
	2.2 Explain the need for the recycling of new language
	2.3 Explain how new language items can be recycled in teaching
3. Understand learner errors and their possible causes and common correction techniques	3.1 Explain different types of error and possible causes
	3.2 Explain various correction techniques used to deal with learner errors
4. Understand the considerations involved in planning an effective grammar lesson using the present-practice-produce (PPP) lesson procedure	4.1 Describe the P-P-P procedure
	4.2 Produce a lesson plan using the P-P-P procedure
	4.3 Grade language appropriately for grammar teaching an elementary class
	4.4 Clarify meaning and check understanding of a grammatical structure
	4.5 Justify the selection of materials and activities for a grammar lesson plan

Indicative Content

Through an examination of teaching approaches learners will be familiarised with effective ways of teaching grammar. The unit looks at how to analyse a grammatical structure for teaching purposes, the usual learning order of grammatical structures, types of error and methods of correction.

Suggested Resources:

David Boughton, *The Top 5 Songs to Teach the 2nd Conditional*, Ezine Articles.com Available at: <http://ezinearticles.com/?The-Top-5-Songs-to-Teach-the-2nd-Conditional&id=3547254> [Accessed May 2018]

Gianfranco Conti, *It is not just about 'how often', but 'how' you recycle...*, The Language Gym, 2006, Available at: <https://gianfrancoconti.wordpress.com/2018/01/04/it-is-not-about-how-much-but-how-you-recycle-five-learning-principles-that-make-it-or-break-it-in-l2-grammar-instruction/> [Accessed May 2018]

Conditionals 1, The British Council, Learn English, Available at: <https://learnenglish.britishcouncil.org/en/quick-grammar/conditionals-1> [Accessed May 2018]

Conditionals 2, The British Council, Learn English, Available at: <http://learnenglish.britishcouncil.org/en/quick-grammar/conditionals-2> [Accessed May 2018]

Simon Mumford and Steve Darn, *Classroom management: speaking correction techniques*, One Stop English, Available at: <http://www.onestopenglish.com/methodology/methodology/classroom-management/classroom-management-speaking-correction-techniques/146455.article> [Accessed May 2018]

Other Resources

The English Page. (n.d.) *Verb Tense Tutorial*. Available at: <http://www.englishpage.com/verbpage/verbtenseintro.html> [Accessed May 2018]

Song Worksheet: *If I Were a Boy* (Second Conditional) by Beyoncé, Busy Teacher, (n.d), Available at: <https://busyteacher.org/17655-beyonce-if-i-were-a-boy-second-conditional.html> [Accessed May 2018]

Gareth Rees, *Timelines*, British Council/BBC Teaching English. April 2005. Available at: <https://www.teachingenglish.org.uk/article/timelines> [Accessed May 2018]

Timelines in EFL, Recipes for the EFL Classroom, 2014 Available at: <https://eflrecipes.com/2014/06/21/timelines/> [Accessed May 2018]

Alex Case, *The advantages and disadvantages of eliciting in the EFL classroom*, Using English.Com, 2009, Available at: <https://www.usingenglish.com/articles/advantages-disadvantages-eliciting-in-efl-classroom.html> [Accessed May 2018]

Eliciting, The British Council, Teaching English, 2011, Available at:
<http://www.teachingenglish.org.uk/article/eliciting> [Accessed May 2018]

Mark Koprowski, *Ten good games for Recycling vocabulary*, The Internet TESL Journal, July 2006,
Available at: <http://iteslj.org/Techniques/Koprowski-RecyclingVocabulary.html> [Accessed May 2018]

Unit J/617/3466 : History of the English Language and English Language Teaching

Unit code:

RQF level: 5

Unit Aim

To familiarise students with the history of English and reasons for the high demand for English as a foreign language.

To place modern teaching approaches in their context in the history of TEFL.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand the history of the English language	1.1 Explain the evolution of the English language
2. Understand the current role of English as a language in the world	2.1 Describe, with examples, the scope of the English-speaking world.
	2.2 Assess the cultural, social and economic significance of the English language
	2.3 Explain common reasons for learning English as a foreign language
3. Understand the history of TEFL and the main methods and approaches	3.1 Explain the evolution of TEFL
	3.2 Describe common English language teaching methods and approaches

Indicative Content

This a theoretical unit, which looks briefly at the development of the English language and the current extent of its use globally. We also examine the history of teaching English as a foreign language and the main methodologies in order to contextualise the teaching approaches presented in this course.

Suggested Resources:

Alex Taylor T J Taylor Blog Language *Teaching Methods: An Overview* Available at: <http://blog.tjtaylor.net/teaching-methods/> [Accessed May 2018]

Alan Maley One Stop English (n.d.) *Methodology: Community Language Learning* <http://www.onestopenglish.com/support/ask-the-experts/methodology-questions/methodology-community-language-learning/146410.article>

Luke Meddings (July 2004) The Guardian *Dogme: the method of right-thinking teachers* <http://www.theguardian.com/education/2004/jul/29/tefl.lukemeddings> [Accessed May 2018]

The British Council (n.d.) *Dogme a Teacher's View* <https://www.teachingenglish.org.uk/article/dogme-a-teachers-view> [Accessed May 2018]

One World – Nations Online (1998-2016). *English Speaking Countries*. Available at: http://www.nationsonline.org/oneworld/countries_by_languages.htm#English [Accessed May 2018]

Luke Mastin (2011). *The History of English: How English went from an obscure Germanic dialect to a global language*. Available at: <http://www.thehistoryofenglish.com/> [Accessed May 2018]

Alex Taylor, T J Taylor, Blog Language *Teaching Methods: An Overview* Available at: <http://blog.tjtaylor.net/teaching-methods/> [Accessed May 2018]

Alan Maley, One Stop English, *Methodology: Community Language Learning*, (n.d.) Available at: <http://www.onestopenglish.com/support/ask-the-experts/methodology-questions/methodology-community-language-learning/146410.article> [Accessed May 2018]

Luke Meddings, *Dogme: the method of right-thinking teachers*, The Guardian, July 2004, Available at: <http://www.theguardian.com/education/2004/jul/29/tefl.lukemeddings> [Accessed May 2018]

Dogme a Teacher's View, The British Council, Teaching English, 2004, Available at: <https://www.teachingenglish.org.uk/article/dogme-a-teachers-view> [Accessed May 2018]

Dave Willis, *Lexical syllabus*, University of Birmingham (n.d) <https://www.birmingham.ac.uk/schools/edacs/departments/englishlanguage/research/resources/lexical-syllabus.aspx> [Accessed May 2018]

Eclectic Approach, The British Council, Teach English, 2008, Available at: <https://www.teachingenglish.org.uk/article/eclectic-approach> [Accessed May 2018]

Bilingual Schools Project, Spain, The British Council, Teach English, (n.d.) Available at: <https://englishagenda.britishcouncil.org/global-projects/track-record/bilingual-schools-project-spain> [Accessed May 2018]

What is CLIL? One Stop English (n.d.) Available at: <http://www.onestopenglish.com/clil/what-is-clil/> [Accessed May 2018]

Other Resources

Pro-Literacy Media (2102) *Total Physical Response, Foreign Language Demonstration*
<https://www.youtube.com/watch?v=j6De52Pzr8c>

Cambridge University Press ELT, *Total Physical Response (TPR) - Teacher Training film no. 8*
<https://www.youtube.com/watch?v=bkMQXFOqyQA>

Compleat Lexical Tutor *Corpus Concordance English* <http://www.lextutor.ca/conc/eng/>

Willis-ELT <http://www.willis-elt.co.uk/>

Susan Holzman, *Corpus Use for Beginners*, The 21st Century text, (n.d.) Available at:
<https://21centurytext.wordpress.com/home-2/special-section-window-to-corpus/corpus-use-for-beginners/> [Accessed May 2018]

TBLT Willis-ELT, 2015, Available at: <http://www.willis-elt.co.uk/> [Accessed May 2018]

Videos

Michelle Payne and Sharon Sitler (March 22, 2014). *Behaviourist Theory of Second Language Acquisition*. Available at:

Pro-Literacy Media (2012) *Total Physical Response, Foreign Language Demonstration*
Available at: _____ at:
[Accessed _____ May _____ 2018]

Jordienne Sims, *The Silent Way*, 2012, Available at:

Dr Diane Larsen-Freeman, *CLL*, CELT Athens, 2014, Available at:

Dr Diane Larsen-Freeman, *Language Teaching Methods: Suggestopedia*, The U.S. Information Agency, 2013, Available at:

Marcela Rubio, *Methods and approaches to language teaching (Anthology of videos)*. 17 November 2015 Available at:

[Accessed May 2018]

References

Richards and Rogers, 2001, *Approaches and Methods in Language Teaching*, Cambridge University Press

Noam Chomsky, *Linguistic Theory*, 1966 in: Chomsky: Selected Readings, OUP

Heidi Dulay, Marina Burt and Stephen Krashen, *Language Two*, OUP, New York, 1982

Adult ESOL Curriculum – Entry 1, Excellence Gateway, The Education and Training Foundation, 2018, Available at: <https://www.excellencegateway.org.uk/content/etf1198> [Accessed May 2018]

Unit L/617/3467: Teaching Materials and Aids and Classroom Management Strategies

Unit code:

RQF level: 5

Unit Aim

To familiarise students with common teaching aids and procedures, and strategies that can be used to promote good behaviour.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand the uses of various teaching aids and common activities in the EFL classroom	1.1 Analyse ways of using various non-electronic teaching aids to enhance learning
	1.2 Assess teaching aids in relation to various teaching aims
	1.3 Explain the purposes and procedures of some common classroom activities
	1.4 Assess the value of various classroom management strategies
2. Understand the reasons for using authentic materials in language teaching	2.1 Explain the advantages of using authentic materials in language teaching
	2.2 Justify the selection of a piece of authentic material for an advanced class

Indicative Content

An examination of common classroom aids and activities and how they can be used in TEFL. We also look at the use of authentic materials in language teaching, and classroom management strategies.

Suggested Resources

Susan Verner, *5 Computer-friendly Ways to Upgrade Your ESL Classroom*, FluentU, 2018, Available at: <https://www.fluentu.com/blog/educator-english/esl-computer/> [Accessed May 2018]

Adrian Palinic, *Top 5 ESL Classroom Aids To Get You Out of Teaching Jams*, Teach Away, 2013, Available at: <https://www.teachaway.com/blog/top-5-esl-classroom-aids-get-you-out-teaching-jams> [Accessed May 2018]

The Internet TESL Journal *Games & Activities for the ESL/EFL Classroom* <http://iteslj.org/games/> [Accessed May 2018]

Nik's Learning Technology Blog <http://nikpeachey.blogspot.co.uk/p/more-articles.html> [Accessed May 2018]

Emma Segev, *How to get started as an online teacher of English*, The British Council, Teach English, 2014, <https://www.britishcouncil.org/voices-magazine/how-get-started-as-online-teacher-english> [Accessed May 2018]

William Littlewood, *Communicative and task-based language teaching in East Asian classrooms*, Language Teacher 40 (3), July 2007, Available at: <https://willusaythatagainplease.wordpress.com/2015/11/13/william-littlewood-on-communicative-and-task-based-teaching-in-asia-article-review/> [Accessed May 2018]

Other Resources

Free downloadable flashcards:

ESL Flashcards, Available at: <https://www.eslflashcards.com/> [Accessed May 2018]

TEFL Tunes.Com <http://www.tefltunes.com/grammarsongs.aspx> [Accessed May 2018]

K. Macalinao, *It's time to use smart boards and word walls*, Bright Hub Education, 2012, <https://www.brighthubeducation.com/esl-teaching-tips/86897-using-smart-boards-and-word-walls/> [Accessed May 2018]

Games for ESL Classroom teaching, English Media Lab, (n.d.) http://www.englishmedialab.com/classroom_games.html [Accessed May 2018]

Videos

Ideas for using flashcards, MacMillan Spain ELT, 2013, Available at:

Smartboard Tricks for Foreign Language Teachers, Zinserbond, 2012,

Running Dictation Escola Collserola 2014

Drawing dictation, Gateway Top Tips, MacMillan Education ELT

Unit R/617/3468: The Effective Use of Resources for TEFL

Unit code:

RQF level: 5

Unit Aim

To familiarise students with the types of teaching they may have to do and equip them with strategies for coping with the demands of the job.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1 Understand how to use needs analyses to identify appropriate learning targets	1.1 Explain how to use a needs analysis to identify appropriate learning goals
2. Understand how to evaluate teaching materials and select appropriate methods and materials for learners	2.1 Evaluate a course book in relation to its appropriateness for a given situation
	2.2 Explain how to match materials to learners' needs
	2.3 Justify the selection of appropriate methods and materials to meet learners' needs
3. Understand how to integrate course book materials into a scheme of work	3.1 Explain how to maximise the use of a course book for a particular class
4. Understand the ways in which the internet can be exploited for language teaching in the classroom	4.1 Evaluate the advantages and disadvantages of using the internet in language teaching
	4.2 Design a teaching activity which requires your students to use online resources

Indicative Content

Needs analyses, evaluating language level, the CEFR, different types of test. Common public EFL examinations. Different types of class, differentiating materials, exploiting coursebooks and course planning.

Suggested Resources:

QUALIFI Level 5 Certificate in TEFL
Specification September 2018

Davies, Graham LLAS Centre for Languages, Linguistics and Area Studies 2015 *CALL (computer assisted language learning)* Available at: <https://www.llas.ac.uk/resources/gpg/61> [Accessed May 2018]

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