



# Level 3 Certificate in Teaching English as a Foreign Language (TEFL) (The TEFL Academy)

Specification (For Centres)

February 2021

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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.

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 ultimately 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.

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# 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 this qualification 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 qualification 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 Title and Code**

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 qualification has its own RQF code. The QAN for this qualification is as follows:

Qualifi Level 3 Certificate in Teaching English as a Foreign Language (TEFL) (The TEFL Academy)  
603/7201/1

### **1.4 Awarding Organisation**

QUALIFI LTD

## **2 Qualification Rationale, Aims and Learning Outcomes**

### **2.1 Rationale for the Qualification**

The qualification has been created to contribute to the professionalism of the global TEFL industry. The programme is designed to equip fresh graduates, gap-year students, novice teachers and volunteers with the knowledge and skills needed to work under supervision and to operate confidently within defined contexts.

This Level 3 qualification will require learners to gain factual, procedural and theoretical understanding of language systems and commonly used teaching approaches to embark on a TEFL career. The qualification will enable learners to identify, select and use appropriate teaching procedures, techniques and tools to plan and deliver lessons and courses under the guidance/supervision of experienced teachers.

The interactive activities, video tutorials, case studies, reflection and research tasks provided throughout the delivery and formative and summative assessments are designed to enable our learners to continue reflecting on their own teaching skills and developing their knowledge and understanding of language.

### **2.2 Aims of the Certificate**

The Qualifi Level 3 Certificate in TEFL aims to give learners the opportunity to:

- Gain a qualification from an internationally recognised awarding organisation.
- Start developing new skills and knowledge that can be applied immediately within well-defined contexts.
- Prepare to take up voluntary or assistant teaching positions in educational establishments.
- 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.

## 2.3 Learning Outcomes of the Certificate

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

- Understand how to plan lessons and activities that meet identified aims and cater for learners' needs.
- Understand how to convey the basic rules of English language in a foreign language classroom.
- Identify, select and use appropriate methods and procedures for teaching language skills.
- Demonstrate their ability to investigate and select appropriate internet resources for designing and developing teaching materials.
- Develop their awareness of the proper procedures and best practices for teaching young learners, business English, ESL and online classes.
- Review their own or other teachers' lesson plans and teaching materials and suggest possible improvements.

These are the overall learning outcomes in line with postgraduate programmes. 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 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

## 3.3 Minimum Entry Criteria

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be expected to be:

- At least 18 years old.
- Be native English speakers educated to UK A level or equivalent, or highly proficient users of English (C1 or C2 on CEFL scale).

In certain circumstances, managers with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

# 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) (The TEFL Academy) is a Level 3 qualification made up of 6 units equating to 18 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 reasonably 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 Invigilated 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 defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

## 4.2 Qualification Structure

There are 6 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 6 units to achieve the credits required to gain the Level 3 Certificate in Teaching English as a Foreign Language (TEFL) (The TEFL Academy).

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
J/618/6573	An Introduction to Teaching English as a Foreign Language	3	20	2	15
L/618/6574	Teaching English for Specific Purposes	3	30	3	20
R/618/6575	Teaching Vocabulary	3	40	4	25
Y/618/6576	Teaching Receptive Skills - Listening and Reading	3	20	2	15
D/618/6577	Teaching Grammar	3	40	4	25
H/618/6578	Teaching Productive Skills - Speaking and Writing	3	30	3	20



### **4.3 Progression and Links to other QUALIFI Programmes**

Learners completing the **QUALIFI Level 3 Certificate in Teaching English as a Foreign Language (TEFL) (The TEFL Academy)** can progress to:

- a Qualifi Level 4 qualification.
- directly into employment in an associated profession.

### **4.4 Recognition of Prior Learning**

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

## **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
- progression
- weekly timetable/attendance requirements.

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](mailto:support@QUALIFI-international.com)

## 7. Assessment

These qualification is vocational and 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.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

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

- 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.

For more information, please contact Qualifi.

## **8. Course Regulations**

### **8.1 Course Requirements**

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

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

### **8.2 Classification of Awards**

The qualification is a pass/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](mailto: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](mailto:support@QUALIFI-international.com)

Website: [www.QUALIFI.net](http://www.QUALIFI.net) [www.QUALIFI-international.com](http://www.QUALIFI-international.com)

# Appendix 1: Unit Descriptors

## Unit 1: An Introduction to Teaching English as a Foreign Language

Unit code: J/618/6573

RQF level: 3

### Aim

The aim of this unit is to introduce learners to the basics of TEFL teaching, the principles of lesson planning and the guidelines of Universal Design for Learning (UDL).

### 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:
1.1 Understand what is involved in teaching and learning a foreign or second language.	1.1.1 Identify different components of language (vocabulary, grammar and pronunciation).
	1.1.2 Understand the differences between receptive and productive skills.
1.2 Understand the factors that will affect the way a lesson is planned.	1.2.1 Identify different types of motivation.
	1.2.2 Distinguish the differences between individual learning styles.
1.3 Understand the structure and components of a typical lesson plan.	1.3.1 Identify the aims and objectives of a lesson.
	1.3.2 Explain the different parts of a lesson plan.
	1.3.3 Distinguish between communicative and non-communicative activities.
1.4 Understand the basic guidelines of UDL (Universal Design for Learning).	1.4.1 Use UDL guidelines to recognise the difference between accessible and inaccessible teaching materials.
	1.4.2 Identify the ways of complying with UDL guidelines that cater for all learners' abilities, needs and preferences.

### Indicative Content

- The systems and skills involved in teaching and learning a foreign language
- The lesson planning process
- Catering for individual learning styles
- Complying with the Universal Design for Learning (UDL) Guidelines

## Suggested Resources

Bell, & P. Griffin (Eds.), *Teaching for diversity and social justice*. Routledge.

Griffith, A., & Burns, M. (2014). *Teaching backwards*. Osiris.

How to write excellent lesson aims, The Best Ticher published on Nov 14, 2016 Available at <https://thebestticher.wordpress.com/2016/11/14/learning-objectives/> [Accessed October 2018]

Martin-Kniep, G. O., Picone-Zocchia, J., Brown, J. L., & Marzano, R. J. (2013). *A handbook for the art and science of teaching*. ASCD.

McConlogue, T. (2020). Developing Inclusive Curriculum and Assessment Practices. In *Assessment and Feedback in Higher Education: A Guide for Teachers* (pp. 137-150). UCL Press.

The UDL Guidelines. (n.d.) CAST. Retrieved from <http://udlguidelines.cast.org/>

Thompson, J. G. (2018). *The first-year teacher's survival guide: Ready-to-use strategies, tools and activities for meeting the challenges of each school day*. Jossey-Bass.

Tobin, Thomas J., and Kirsten T. Behling (2018). *Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education*, West Virginia University Press.

## Unit 2: Teaching English for Specific Purposes

Unit code: L/618/6574

RQF level: 3

### Unit Aim

The aim of this unit is to introduce learners to the different types of English courses, key characteristics of different learner groups and ways to approach teaching each group.

### 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:
2.1 Understand how to identify appropriate learning aims and teaching strategies for different types of classes or individual learners.	2.1.1 Identify the needs of a specific learner or a group of learners.
	2.1.2 Recognise ways of catering for different types of intelligences and learning styles.
2.2 Understand the differences between teaching different types of English language courses.	2.2.1 Select teaching materials that are appropriate for a specific class of young learners.
	2.2.2 Select teaching materials that are appropriate for a specific class of online, business English or ESL learners.
2.3 Understand how to use online resources for preparing teaching materials for different learner groups.	2.3.1 Select online tools that are appropriate for designing teaching materials.
	2.3.2 Create online activities or quizzes using internet course-creation apps.
2.4 Understand classroom management techniques for dealing with different types of classes.	2.4.1 Identify ways of managing student behaviour.
	2.4.2 Identify ways of establishing a positive teacher-student relationship.
	2.4.3 Explain ways of facilitating student-student interactions to create a positive learning environment.
	2.4.4 Select methods that are appropriate for dealing with difficult students.
	2.4.5 Identify the differences between teaching small and large classes.
	2.4.6 Explain strategies for dealing with very large or multi-ethnic classes.
	2.4.7 Select strategies that are appropriate for catering for varied needs and abilities in mixed-ability classes.
	2.4.8 Select strategies that are appropriate for managing young learner classes.



## Indicative Content

- Types of English courses (young learners, business English, ESL and online courses)
- Designing teaching materials for different types of classes
- Using online resources in teaching
- Classroom management techniques
- Teaching very large and multi-ethnic classes
- Teaching mixed-ability classes

## Suggested Resources

Basturkmen, H. (2005). *Ideas and options in English for specific purposes*. Taylor & Francis.

Course Planning, British Council, Admin, 2013, available at

<https://www.teachingenglish.org.uk/article/course-planning> [accessed January 2021]

"How to Create an ESL Class Curriculum." ThoughtCo. Beare, Kenneth.

<https://www.thoughtco.com/create-an-esl-class-curriculum-1209081> (accessed February 2021).

Ghirardini, B. (2011). *E-learning methodologies: A guide for designing and developing e-learning courses*. Rome, FAO.

Gillett-Swan, J. K. (2017). *The challenges of online learning: Supporting and engaging the isolated learner*. Queensland University of Technology, 10(1), 20-30.

Hue, M., & Li, W. (2008). *Classroom management: Creating a positive learning environment*. Hong Kong UP.

Only You, 3 Tips for Successful One-on-One Lesson Plans, Joyce B, ND, available

at <https://busyteacher.org/14854-successful-one-on-one-lesson-3-tips.html>. [Accessed February 2021]

Paltridge, B., & Starfield, S. (Eds.). (2012). *The handbook of English for specific purposes*. John Wiley.

Planning the Best Curriculum Unit Ever, By Todd Finley, July 31, 2014 available at

<https://www.edutopia.org/blog/planning-best-curriculum-unit-ever-todd-finley> [Accessed February 2021]

Success for ESL, Kenneth Shore, ND, available at

<https://www.scholastic.com/teachers/articles/teaching-content/success-esl-students/> [Accessed February 2021]

Teacher, C. M., & Roth, J. (2014). *Classroom management for successful instruction*. Shell Education.

## Unit 3: Teaching Vocabulary

Unit code: R/618/6575

RQF level: 3

### Unit Aim

The aim of this unit is to introduce students to the analysis of vocabulary for language teaching purposes and the techniques used to convey meaning.

### 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:
3.1 Understand the meaning, form and pronunciation of a vocabulary item for teaching purposes.	3.1.1. Identify the meaning of a vocabulary item in a specific context.
	3.1.2 Identify lexical chunks in a text.
	3.1.3 Identify the primary stress in a word.
3.2 Understand the grammatical categories and functions of words in a specific context.	3.2.1 Identify the grammatical categories of individual words in context.
	3.2.2 Recognise word + preposition combination.
3.3 Understand how to present and practise new vocabulary.	3.3.1 Apply eliciting techniques when teaching vocabulary.
	3.3.2 Convey the meaning of specific vocabulary items to students.
	3.3.3 Use pronunciation teaching techniques that help learners pronounce new words.
	3.3.4 Select concept questions that are appropriate for checking students' understanding of a vocabulary item.
	3.3.5 Grade language in a way that is appropriate for teaching vocabulary to a specified class.
	3.3.6 Select the activities that are appropriate for practising vocabulary in a specific class.
	3.3.7 Produce an activity that practises specific vocabulary items.

## Indicative Content

- Presenting new vocabulary (meaning, form and pronunciation)
- Ways of conveying vocabulary meaning
- Using concept-check questions
- Techniques for teaching pronunciation
- Grading language
- Practising vocabulary

## Suggested Resources

Barcroft, J. (2017). *Vocabulary in language teaching*. Taylor & Francis.

Chacón-Beltrán, D. R., Abello-Contesse, C., & Torreblanca-López, M. D. M. (Eds.). (2010). *Insights into non-native vocabulary teaching and learning*. Channel View.

Hiebert, E. H., & Kamil, M. L. (Eds.). (2005). *Teaching and learning vocabulary: Bringing research to practice*. Routledge.

Karna, D. R. (Ed.). (2012). *The use of the international phonetic alphabet in the choral rehearsal*. Scarecrow Press.

Ramage, G. (2012). *The modern languages teacher's handbook*. Bloomsbury Publishing.

ROY-CAMPBELL, Z. (2012). Meeting the Needs of English Learners. *Journal of Adolescent & Adult Literacy*, 56(3), 186-188.

## Unit 4: Teaching Receptive Skills: Reading and Writing

Unit code: Y/618/6576

RQF level: 3

### Unit Aim

The aim of this unit is to help learners understand the procedures and techniques used to enhance reading and listening skills in foreign language teaching.

### 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:
4.1 Understand different types of reading and listening skills.	4.1.1 Identify the differences between extensive and intensive listening activities.
	4.1.2 Identify skimming and scanning in reading tasks.
	4.1.3 Match reading and/or listening texts and activities to students' level.
4.2 Understand common skills lessons procedures.	4.2.1 Identify the stages involved in reading and listening lessons.
	4.2.2 Identify activities that are appropriate for a receptive skills lesson.
4.3 Recognise linguistic features in a text.	4.3.1 Explain the use of connecting words in a text.
	4.3.2 Identify the verb tenses used in a specific text and describe their forms.

### Indicative Content

- Types of reading skills
- Planning a reading lesson
- Designing reading activities for different levels
- Identifying the linguistic features of a reading text
- Types of listening skills
- Planning a listening lesson
- Using authentic materials for listening practice

## Suggested Resources

- Bambrick-Santoyo, P., Settles, A., & Worrell, J. (2013). *Great habits, great readers: A practical guide for k - 4 reading in the light of common core*. ProQuest Ebook Central <https://ebookcentral.proquest.com>
- Buck, J., & Wightwick, C. (2012). *Teaching and learning languages: A practical guide to learning by doing*. ProQuest Ebook Central <https://ebookcentral.proquest.com>
- Hinkel, E. (2006). Current Perspectives on Teaching the Four Skills. *TESOL Quarterly*, 40(1), 109-131. doi:10.2307/40264513
- McBride-Chang, C. (2004). *Children's literacy development*.
- Norkunas, M. (2011). Teaching to Listen: Listening Exercises and Self-Reflexive Journals. *The Oral History Review*, 38(1), 63-108.
- RAND Reading Study Group, & Snow, C. (2002). A research agenda for improving reading comprehension. In *Reading for Understanding: Toward an R&D Program in Reading Comprehension* (pp. 29-60). Santa Monica, CA; Arlington, VA; Pittsburgh, PA: RAND Corporation.

## Unit 5: Teaching Grammar

Unit code: D/618/6577

RQF level: 3

### Unit Aim

The aim of this unit is to introduce learners to the main grammatical areas needed for teaching EFL classes and help them understand the procedures and techniques for teaching grammar effectively in EFL classes.

### 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:
5.1 Understand the forms and functions of the most commonly used verb tenses.	5.1.1 Identify subject, verb and object in sentences.
	5.1.2 Identify the forms of the different verb tenses in English.
	5.1.3. Produce correct forms of different verb tenses.
	5.1.4 Identify the various functions of specific verb tenses.
5.2 Understand the use of modal verbs, conditional forms and passive voice.	5.2.1 Identify modal verbs in a text and describe their form.
	5.2.2 Identify conditional sentences in a text and describe their form.
	5.2.3 Describe the functions of conditional forms in a text.
	5.2.4 Identify passive forms in a text.
	5.2.5 Change active-voice forms to passive voice and vice versa.
5.3 Recognise the structures that learners are likely to encounter at each level of the Common European Framework of Reference for Languages (CEFR).	5.3.1 Identify the differences between the six CEFR language proficiency levels.
	5.3.2 Relate specific language structures to learner level.
5.4 Identify the components, procedures and techniques for teaching an effective new language lesson.	5.4.1 Identify the different lesson structures for teaching grammar.
	5.4.2 Select eliciting techniques that are appropriate for introducing a new structure.
	5.4.3 Identify an appropriate context for the presentation of a new structure.

	5.4.5 Identify sentence stress.
	5.4.6 Differentiate between accuracy and fluency in productive language.
	5.4.7 Select accuracy-focused activities that are appropriate for teaching a new structure.
	5.4.8 Prepare a fluency-focused activity that is appropriate for practising new language.

### Indicative Content

- Forms and functions of verb tenses
- Modal verbs and conditional forms
- Active and passive voice
- Relating grammatical structures to learners' language proficiency levels
- Planning an effective new language lesson
- Accuracy and fluency in productive language
- Designing accuracy and fluency-focused activities for practising new language

### Suggested resources

Nassaji, H., & Fotos, S. S. (2010). *Teaching grammar in second language classrooms: Integrating form-focused instruction in communicative context*. Taylor & Francis.

Lester, M. (2010). *Practice makes perfect*. McGraw-Hill.

Murphy, Raymond (2019). *English grammar in use*. Cambridge.

Ross, A. (2013). *English language knowledge for secondary teachers*. Taylor & Francis.

Ramage, G. (2012). *The modern languages teacher's handbook*. Bloomsbury Publishing.

Teschner, R. V., & Evans, E. E. (2007). *Analyzing the grammar of English*. Georgetown UP.

## Unit 6: Teaching Productive Skills: Speaking & Writing

Unit code: H/618/6578

RQF level: 3

### Unit Aim

The aim of this unit is help learners understand the procedures and techniques used to enhance speaking and writing skills in foreign language teaching.

### 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:
6.1 Understand the notion of functions in spoken English.	6.1.1 Identify functions in spoken English.
	6.1.2 Select teaching contexts that are appropriate for specific functions.
6.2 Understand how various teaching activities can be used to develop communication skills.	6.2.1 Identify types of communicative teaching activities that are appropriate for various levels.
	6.2.2 Prepare activities that are appropriate for a productive skills lesson.
6.3 Understand how to correct spoken English.	6.3.1 Identify different types of speaking errors.
	6.3.2 Select error-correction techniques that are appropriate for fluency and accuracy-based activities.
6.4 Understand the nature of writing lessons.	6.4.1 Identify the different stages of writing lessons.
	6.4.2 Select activities that are appropriate for developing writing skills at different levels.
6.5 Understand how to correct writing errors.	6.5.1 Identify different types of writing errors.
	6.5.2 Apply a correction code to learners' written work.

### Indicative Content

- Functions in spoken English
- Planning a speaking lesson
- Communicative teaching activities
- Types of speaking errors
- Error-correction techniques
- Planning a writing lesson
- Activities for developing writing skills
- Types of writing errors
- Using a writing correction code



## Suggested Resources

Adrian Tennant, *Speaking skills: Speaking matters*, One Stop English, Macmillan Publishers Ltd available at <http://www.onestopenglish.com/skills/speaking/speaking-matters/> [Accessed February 2021]

Judith Kirsh, *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 February 2021]

Nation, I. S. P. (2008). *Teaching ESL/EFL reading and writing*. Taylor & Francis.

Penny Ur, (2014) *Discussions and More: Oral Fluency in the English Language Classroom*, Cambridge Handbooks for Language Teachers.

Trumbull, E., & Lash, A. (2013). *Understanding formative assessment: Insights from learning theory and measurement theory*. WestEd.