



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

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

Specification (For Centres)

November 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 design and plan lessons and activities that meet the needs of a diverse range of learners.
- Understand how to convey the basic rules of English language in a foreign language classroom.
- Identify, select and use appropriate methods for teaching English language skills to learners of English as a foreign language.
- Identify practical tools to support you in your role as an EFL teacher.
- Review own or other teachers' lesson plans and resources and make recommendations for improvement that are appropriate in specific teaching situations.

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 Certificate 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, people 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 9 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 9 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 9 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
M/650/0507	History of TEFL and how people learn	3	10	1	6
R/650/0508	Lesson planning	3	10	1	7
T/650/0509	Teaching online	3	20	2	15
D/650/0510	Reflective practice for learning and teaching	3	10	1	7
F/650/0511	Understanding and teaching English grammar	3	60	6	36
H/650/0512	Teaching vocabulary and pronunciation	3	30	3	20
J/650/0513	Teaching receptive skills: listening and reading	3	10	1	7
K/650/0514	Teaching productive skills: speaking and writing	3	10	1	7
L/650/0515	A TEFL toolkit	3	20	2	15

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

7. Assessment

This 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 Certificate.

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

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

Unit 1: History of TEFL and how people learn

Unit code: M/650/0507

RQF level: 3

Aim

To familiarise learners with the history of TEFL.

To introduce how modern teaching and learning design approaches help people to learn.

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 history of TEFL and common theories about how people learn.	1.1 Explain the evolution of TEFL.
	1.2 Identify common learning theories.
	1.3 Explain the differences in approach between common learning theories.
2. Understand the common methods of – and approaches to – teaching English language.	2.1 Identify main methods of – and approaches to – teaching English language.
	2.2 Analyse the difference between current evidence-based approaches and non-evidence-based approaches.

Indicative Content

- The history of teaching English as a foreign language (TEFL)
- Learning theories
- Evidence-based and non-evidence-based approaches to teaching
- Approaches to teaching English language

Suggested Resources

Beare, K. (2019). *How Many People Learn English?* Available at: <https://www.thoughtco.com/how-many-people-learn-english-globally-1210367> (Accessed: 27 October 2021)

Gass, S. M., & Mackey, A. (2012). *The Routledge handbook of second language acquisition*. New York: Routledge.

Graddol, D. (2006). *English next: Why global English may mean the end of 'English as a foreign language'*. Available at https://www.teachingenglish.org.uk/sites/teacheng/files/pub_english_next.pdf (Accessed: 25 October 2021)

Matamoros-González, J. A., Rojas, M. A. (et al). (2017). English Language Teaching Approaches: A Comparison of the Grammar-translation, Audiolingual, Communicative, and Natural Approaches. *Theory and Practice in Language Studies*, Vol. 7, No. 11, pp. 965-973, November 2017. Available at <https://core.ac.uk/download/pdf/266995905.pdf> (Accessed: 25 October 2021)

Nott, W. (2021). Online ESL market worth \$10bn in 2021 – report. [Blog post]. Retrieved from <https://thepienews.com/news/online-esl-market-worth-10bn-in-2021/> (Accessed: 25 October 2021)

Richards, J. and Rogers, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11 (2). Retrieved from <https://academic.oup.com/applij/article-abstract/11/2/129/163482> (Accessed: 26 October 2021)

Verga, L. & Kotz, S. (2013). How relevant is social interaction in second language learning? *Frontiers in Human Neuroscience*, 7. Available at: <https://www.frontiersin.org/articles/10.3389/fnhum.2013.00550/full#B8> (Accessed: 25 October 2021)

Unit 2: Lesson planning

Unit code: R/650/0508

RQF level: 3

Unit Aim

To introduce learners 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 Produce learning aims and objectives that are appropriate for lesson type and class level.
2. Understand 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.
	2.4 Explain the differences between teaching monolingual and multilingual classes.
3. Produce lesson plans for classes at different levels that meet the requirements of best practice.	3.1 Produce lesson plans that are appropriate for lesson type and class level.
	3.2 Produce resources that are appropriate for a specified class.

Indicative Content

- Parts of a lesson plan
- Writing learning aims and objectives
- Different lesson structures
- Types of classroom interaction
- Providing feedback to learners
- Teaching monolingual and multilingual classes
- Producing lesson plans

Suggested Resources

British Council (2021). *Monolingual*. (Available at: <https://www.teachingenglish.org.uk/article/monolingual>) (Accessed: 27 October 2021)

British Council (2021). *Multilingual*. (Available at: <https://www.teachingenglish.org.uk/article/multilingual>) (Accessed: 27 October 2021)

Hines, M (2011). *ESL Lesson Plans: Types and Purpose*.
Available at: <http://ezinearticles.com/?ESL-Lesson-Plans:-Types-and-Purpose&id=6777729>
(Accessed: 27 October 2021)

Roberts, A., 2013. *Boost leadership feedback*. *Andi Roberts Coach and Facilitator*. Available at: <http://masterfacilitator.com/boostleadershipfeedback/> (Accessed: 11 October 2021)

Swan, M., & Smith, B. (2001). *Learner English: A teacher's guide to interference and other problems*. Cambridge University Press.

Unit 3: Teaching online

Unit code: T/650/0509

RQF level: 3

Unit Aim

To equip learners with an understanding of how to teach English as a Foreign Language in an online environment.

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 different ways of teaching online and the technical requirements needed to support these.	1.1 Describe a range of methods for teaching online in different contexts.
	1.2 Identify tools to facilitate interaction between learners online.
	1.3 Describe the technical and environmental setup requirements for a live online teaching workshop.
2. Understand how different tools and platforms can be used for online teaching.	2.1 Describe how virtual classroom and web conferencing tools can be used to teach online.
	2.2 Explain how learning platforms can be used for teaching online courses.
3. Understand how to plan and teach interactive, learner-centred, online learning experiences.	3.1 Design online activities that are interactive and learner-centred.
	3.2 Develop lesson plans specifically relating to teaching live online sessions that include technical considerations and online activities.
4. Understand the barriers for students in accessing and participating in online learning.	4.1 Identify a range of issues that can arise when teaching online.
	4.2 Explain how to troubleshoot issues and overcome barriers to learning online.
	4.3 Identify the categories in the latest version of the Web Content Accessibility Guidelines (WCAG 2.1).
	4.4 Explain the difference between accessible and non-accessible multimedia resources.

Indicative Content

- Asynchronous and synchronous online teaching and learning, different examples in multiple contexts
- Technical and setup requirements for teaching online (hardware, software, peripherals, internet connectivity, environment)
- Using web conferencing and virtual classroom tools for synchronous online teaching
- Using learning platforms for teaching asynchronous online courses
- Creating resources and activities for online teaching
- Providing opportunities for interactivity online
- Lesson planning for live online learning sessions
- Barriers to accessing online learning

Suggested Resources

British Council, (2021). *Lesson planning for teaching live online*. Available at: <https://www.teachingenglish.org.uk/sites/teacheng/files/Lesson-planning-for-teaching-live-online.pdf> (Accessed: 26 October 2021)

iSpring Solutions. *Asynchronous Learning Simply Put: Definition, Benefits, and Tools*. Available at: <https://www.ispringsolutions.com/blog/asynchronous-learning> (Accessed: 26 October 2021)

LaBorie, K. (2021) *Kassie LaBorie Consulting, LLC. Free resources*. Available at: <https://kassyconsulting.com/resources/> (Accessed: 26 October 2021)

Moran, M. (2021). *Remotely Working: Online Teaching Equipment*. Available at: <https://remotelyworking.org/online-teaching-equipment/> (Accessed: 26 October 2021)

W3C (2021). *Web Content Accessibility Guidelines (WCAG) 2.1*. Available at: <https://www.w3.org/TR/WCAG21/> (Accessed: 27 October 2021)

Unit 4: Reflective practice for learning and teaching

Unit code: D/650/0510

RQF level: 3

Unit Aim

To equip learners with the knowledge and skills required to incorporate reflective practice in their learning and teaching.

To give learners an understanding of how to give feedback and receive feedback from others.

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 use of reflective practice for learning and teaching.	1.1 Explain how reflective practice supports the learning process.
	1.2 Explain how reflective practice helps to develop teaching skills and knowledge.
	1.3 Identify ways to overcome barriers to reflection.
2. Understand how to give and receive feedback.	2.1 Identify tools and techniques for giving feedback.
	2.2 Describe the role of feedback in reflective practice.
3. Understand how to write personal reflections.	3.1 Explain models used for personal reflection in learning and teaching.
	3.2 Apply relevant reflective practice models when writing personal reflections for learning and teaching.
	3.3 Recognise, through reflective practice, when self-care and additional support is required.

Indicative Content

- Reflective practice for learning
- Reflective practice for developing teaching skills and knowledge
- Overcoming barriers to reflection
- Tools and techniques for giving feedback
- How to actively seek and reflect on feedback from others
- Reflective practice models for learning and teaching
- Writing personal reflections

Suggested Resources

Boud, D. (2001). Using journal writing to enhance reflective practice. *New Directions of Adult & Continuing Education*, 90, 9-17.

Farahian, M. and Parhamnia, F. (2021), "Knowledge sharing through WhatsApp: does it promote EFL teachers' reflective practice?", *Journal of Applied Research in Higher Education*.

Goldsmith, M. (2007). *Feed Forward: Leadership Excellence*. Available at: <https://marshallgoldsmith.com/articles/1438/> (Accessed: 26 October 2021)

Khanjani, A., Vahdany, F., Jafarigohar, M. (2018). Effects of Journal Writing on EFL Teacher Trainees' Reflective Practice. *Research in English Language Pedagogy*, 6(1), 56-77.

Li Hua , 2008. Assessing EFL Teachers` Reflective Thinking: A Case Study of Two In-Service Secondary Teachers. *Trends in Applied Sciences Research*, 3: 36-44.

Nurkamto, Joko & Sarosa, Teguh. (2020). Engaging EFL Teachers in Reflective Practice as A Way to Pursue Sustained Professional Development. *International Journal of Pedagogy and Teacher Education*. 4. 45.

Tien, Ching-Yi. (2020). Comprehensive Reflective Practices in an EFL Teaching Context: An examination of efficacy. *International Journal of Academic Research and Reflection*. 8(4), 21 - 30.

Tosriadi, Asib, A., & Marmanto, S. (2018). EFL Teachers Engagement in Reflective Practice. What tools do EFL teachers utilize to reflect their teaching? *2nd English Language and Literature International Conference*. ELLiC Proceedings Vol. 2.

Unit 5: Understanding and teaching English grammar

Unit code: F/650/0511

RQF level: 3

Unit Aim

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

To enable learners to consider what is involved in planning an effective grammar lesson.

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 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 sentences correctly.
	2.2 Describe the functions of punctuation marks.
3. Understand the forms and functions of the 12 basic verb tenses.	3.1 Analyse the forms of the 12 basic verb tenses in English.
	3.2 Produce correct forms of the 12 basic verb tenses.
	3.3 Explain the functions of the 12 basic verb tenses.
4. Understand the considerations involved in planning an effective grammar lesson using the present-practice-produce (PPP) lesson procedure.	4.1 Describe the uses of elicitation in the language classroom.
	4.2 Explain how new language items can be recycled in teaching.
	4.3 Identify different types of error and possible causes.
	4.4 Plan a lesson stage in which students are led to analyse the target language.
	4.5 Use language that is appropriate for a specified class when teaching new language.
	4.6 Clarify and check understanding of <ul style="list-style-type: none"> a. the form of a grammatical structure b. meaning (function) of a grammatical structure

Indicative Content

- An examination of the different word classes in English grammar, followed by an examination of clause structure. Learners will understand the functions of the main punctuation marks. This unit also examines the 12 basic verb tenses in English.
- Learners will be familiarised with effective ways of teaching grammar; grammatical structures and identifying different types of errors and possible causes.

Suggested resources

British Council (2021). *Adjectives ending in 'ed' and '-ing'*. Available at:

<https://learnenglish.britishcouncil.org/grammar/beginner-to-pre-intermediate/adjectives-ending-in-ed-and-ing> (Accessed: 27 October 2021)

British Council (2021). *Adverbials*. Available at: <https://learnenglish.britishcouncil.org/english-grammar/adverbials> (Accessed: 27 October 2021)

British Council (2021). *Determiners and quantifiers*. Available at: <https://learnenglish.britishcouncil.org/english-grammar/determiners-and-quantifiers> (Accessed: 27 October 2021)

British Council (2021). *Eliciting*. Available at: <http://www.teachingenglish.org.uk/article/eliciting> (Accessed 27 October 2021)

British Council (2021). *Verbs*. Available at: <https://learnenglish.britishcouncil.org/en/english-grammar/verbs> (Accessed 27 October 2021)

Cambridge University Press (2021). *Conjunctions: Time*. Available at: <http://dictionary.cambridge.org/grammar/british-grammar/conjunctions-time> (Accessed: 27 October 2021)

English Club (2021). *Examples of sentence pattern*. Available at: <http://www.grammarinenglish.com/sentencepattern/?lesson=examples> (Accessed 27 October 2021)

English Club (2021). *Prepositions List*. Available at: <https://www.englishclub.com/vocabulary/prepositions/list.htm> (Accessed 27 October 2021)

Judd, H (2013). *Concrete nouns vs abstract nouns*. Available at: <https://www.youtube.com/watch?v=HA76Wa7uUxw&feature=youtu.be> (Accessed: 27 October 2021)

McMillan Education Limited (2020). *Simon Mumford and Steve Darn. Classroom management: speaking correction techniques*. Available at: <http://www.onestopenglish.com/methodology/methodology/classroommanagement/classroom-management-speaking-correction-techniques/146455.article> (Accessed: 27 October 2021)

Unit 6: Teaching vocabulary and pronunciation

Unit code: H/650/0512

RQF level: 3

Unit Aim

To introduce learners to the analysis of vocabulary for language teaching purposes and 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:
1. Understand the meaning, form and pronunciation of vocabulary items for teaching purposes.	1.1 Explain different ways of categorising vocabulary items.
	1.2 Select items for vocabulary teaching that are appropriate to the level of the class.
	1.3 Clarify meaning and understanding of specific vocabulary items.
2. Use various vocabulary teaching and recycling techniques.	2.1 Describe the usefulness of various techniques and equipment in vocabulary.
	2.2 Identify ways of recycling new vocabulary in lessons.
3. Understand the value of the phonetic symbols used to represent the sounds of spoken English.	3.1 Explain why phonetic symbols are used to represent the sounds of spoken English.
	3.2 Determine the correct transcription of short stretches of speech.
4. Understand how the sounds of English are formed.	4.1 Classify phonemes according to their formation.
	4.2 Explain the manner and place of articulation of English phonemes.
5. Understand how stress operates in English words and sentences.	5.1 Identify word stress correctly.
	5.2 Identify pronunciation features, sentence stress and intonation for teaching purposes.

Indicative Content

- Vocabulary - definitions and creating meaning
- Vocabulary teaching techniques
- The phonemic chart
- How the parts of the mouth work together to create sounds
- Word and sentence stress in English

Suggested Resources

British Council (2021). *Phonemic Chart*. Available at:
<http://www.teachingenglish.org.uk/article/phonemic-chart> (Accessed: 27 October 2021)

Budden, J. The British Council (nd). *Realia*. Available at:
<https://www.teachingenglish.org.uk/article/realia-0> (Accessed: 27 October 2021)

Cambridge University Press (2021). *Cambridge Learner's Dictionary*. Available at:
<http://dictionary.cambridge.org/dictionary/learner-english/> (Accessed: 26 October 2021)

Ellis, N. C. (2006). 'Selective Attention and Transfer Phenomena in L2 Acquisition: Contingency, Cue Competition, Salience, Interference, Overshadowing, Blocking, and Perceptual Learning.' *Applied Linguistics*, Volume 27, Issue 2, June 2006, Pages 164–194.

English Club (2021). *Sentence Stress*. Available at:
<https://www.englishclub.com/pronunciation/sentence-stress.htm> (Accessed: 27 October 2021)

Kelly, G. (2000). *How to Teach Pronunciation*. Harlow: Pearson.

Merriam-Webster (2021). *Learner's Dictionary* Available at: <http://www.learnersdictionary.com/>
(Accessed: 27 October 2021)

Oxford University Press (2021). *Oxford Learner's Dictionary*. Available at:
<http://www.oxfordlearnersdictionaries.com/> (Accessed: 27 October 2021)

Unit 7: Teaching receptive skills: listening and reading

Unit code: J/650/0513

RQF level: 3

Unit Aim

To give learners a basic 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	Assessment Criteria
1. Understand the reading process and typical stages of reading development.	1.1 Explain the reading process.
	1.2 Describe the typical 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.
3. Implement different approaches to developing reading and listening skills.	3.1 Explain different classroom reading activity types and their uses.
	3.2 Assess reading and/or listening activities that are appropriate for different learners' levels.
	3.3 Explain the considerations involved in selecting texts for various levels.

Indicative Content

- How we learn to read
- Different kinds of reading and listening
- Understanding listening skills
- Developing intensive listening skills
- Developing different reading skills
- Reading activities for different levels
- Listening activities for different levels
- Planning how to teach listening and reading
- Selecting texts for teaching at various levels

Suggested Resources

Leipzig D.H. (2015) *Reading Rockets. What is Reading?* Available at: <http://www.readingrockets.org/article/what-reading> (Accessed: 26 October 2021)

Gavenila, E. I., Wulandari, M., Renandya, W. A. (2021). 'Using TED Talks for Extensive Listening', *PASAA: Journal of Language Teaching and Learning in Thailand*, v61 p147-175 Jan-Jun 2021. Available at: <https://eric.ed.gov/?id=EJ1304993> (Accessed: 27 October 2021)

Schmidt, A. (2016). *Listening Journals for Extensive and Intensive Listening Practice, English Teaching Forum* Available at: https://americanenglish.state.gov/files/ae/resource_files/etf_54_2_pg02-11.pdf (Accessed: 26 October 2021)

Unit 8: Teaching productive skills: speaking and writing

Unit code: K/650/0514

RQF level: 3

Unit Aim

To give learners a basic 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	Assessment Criteria
To achieve this unit a learner must be able to:	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 different 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 Analyse different 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.
4. Understand the nature of a process writing lesson.	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

- Functional language
- Different functions
- Communicative teaching activities
- Accuracy vs fluency
- Controlled vs freer and free activities
- Teaching writing
- Process writing vs product writing
- Using a correction code to mark work

Suggested Resources

English Club (2021) *Functional Language* Available at:
<https://www.englishclub.com/vocabulary/functional-language.htm> (Accessed: 26 October 2021)

Bygate, M (2003). *Speaking*. London: Oxford University Press.

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

Unit 9: A TEFL toolkit

Unit code: L/650/0515

RQF level: 3

Unit Aim

To equip learners with a TEFL toolkit that can be used in their day-to-day teaching practice.

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 how to create and adapt physical learning materials and resources for use in a classroom.	1.1 Explain how to source authentic materials and resources for use within a classroom environment.
	1.2 Evaluate the appropriateness and safety of group activities within a classroom.
	1.3 Explain how to adapt or develop a physical resource that is appropriate to learner needs for use within a classroom.
2. Understand how to use a range of freely available online tools in language teaching effectively.	2.1 Identify where to find freely available online tools that can be used for creating teaching activities and resources.
	2.2 Create teaching activities and resources using freely available online tools that meet the needs of different learners.
	2.3 Evaluate a lesson plan which requires learners to use online resources and make recommendations for improvement.
3. Understand how to use media effectively in EFL teaching.	3.1 Describe the equipment and resources required to use media effectively.
	3.2 Explain the advantages of using authentic materials in language teaching.
	3.3 Create teaching activities using media sources such as newspapers and magazines.
	3.4 Create teaching activities using media sources such as film and music.
4. Understand how to re-use online content without infringing copyright.	4.1 Identify sites that contain free-to-use images and other sources of online media content.
	4.2 Describe the different permissions granted under creative commons licensing.

Indicative Content

- Online tools for teaching, creating resources and activities
- Advantages of using authentic materials
- Reviewing lesson plans and activities
- Games and group activities
- Curating multimedia content
- Creative commons licencing
- Sourcing free-to-use images
- How to attribute content

Suggested Resources

Creative Commons (2021). *About the licenses*. Available at: <https://creativecommons.org/licenses/> (Accessed: 26 October 2021)

Hart, J. (2021). *Top Tools for Learning 2021*. Available at: <https://www.toptools4learning.com/> (Accessed: 26 October 2021)

Newspaper Association of America Foundation (2007). 'Newspapers Maintain the Brain. A Teacher's Guide for Using the Newspaper to Enhance Basic Skills'. *Vienna: Newspaper Association of America Foundation*, pp.5-11. Available at: <https://www.readingrockets.org/article/teachers-guide-using-newspapers-enhance-language-arts-skills> (Accessed: 26 October 2021)

Wang, Y. (2009). *Using Films in the Multimedia English Class*. *English Language Teaching*, 2(1), 179-184.

