



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

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

Level 5 Diploma in Teaching English to
Speakers of Other Languages (TESOL)
(The TEFL Academy)

Specification (For Centres)
March 2024

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About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards.

Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills
- 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.

Employer Support for the Qualification Development

During the development of this qualification QUALIFI consults a range of employers, providers, and existing centres (where applicable) to ensure rigour, validity and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

Equality and Diversity

QUALIFI's qualifications are developed to be accessible to all learners who are 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 teaching and learning are free from any barriers that may restrict access and progression.

Learners with any specific learning need should discuss this in the first instance with their approved centre who will refer to QUALIFI's Reasonable Adjustment and Special Consideration Policy.

Qualification Title and Accreditation Number

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

QUALIFI Level 5 Diploma in Teaching English as a Foreign Language (TEFL) (The TEFL Academy) (603/3835/0)

QUALIFI Level 5 Diploma in Teaching English to Speakers of Other Languages (TESOL) (The TEFL Academy) (610/3864/7)

Qualification Aims and Learning Outcomes

Aims of the Qualifications

The qualifications have been created to contribute to the professionalism of the global TEFL and TESOL industry. The qualifications are designed to develop the academic and professional skills and qualities needed to begin a career as an EFL teacher.

The Level 5 qualifications will require learners to gain a sufficient understanding of language systems and commonly used teaching approaches to embark on a career in TEFL and the differences when teaching TESOL. The qualifications 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 reflection activities and research tasks required throughout the assessment of the qualifications will equip learners to continue to develop their knowledge and understanding of language, and to reflect on their teaching practice throughout their careers.

The Qualifi Level 5 Diplomas 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.

Learning Outcomes of the Qualification

The overall learning outcomes for both of the Diploma 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.
- Differentiate between TEFL and TESOL when in a teaching environment.

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

Delivering the Qualification

External Quality Assurance Arrangements

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners. Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved centres are required to have in place qualified and experienced tutors and all tutors are required to undertake regular continued professional development (CPD).

Approved centres will be monitored by QUALIFI External Quality Assurers (EQAs) to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance and formative assessment.

QUALIFI's guidance relating to invigilation, preventing plagiarism and collusion will apply to centres.

Unless otherwise agreed, QUALIFI:

- sets all assessments.
- moderate's assessments prior to certification.
- awards the final mark and issues certificates.

Learner Induction and Registration

Approved centres should ensure all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook and a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements qualification and that, if applicable, appropriate pathways or optional units are selected to meet learners' progression requirements.

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 to support them in making the necessary qualification and unit choices. During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within the deadlines outlined in the QUALIFI Registration, Results and Certification Policy and Procedure.

Entry Criteria

Approved centres are responsible for reviewing and making decisions as to an applicant's ability to complete the learning programme successfully and meet the demands of the qualification. The initial assessment by the centre will need to consider the support that is readily available or can be made available to meet individual learner needs as appropriate.

The qualification has been designed to be accessible without artificial barriers that restrict access. For this qualification, applicants must be aged 18 or over.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate enrolment to UK higher education postgraduate programmes where applicable. Applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

In certain circumstances, applicants 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 qualification.

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 *Recognition of Prior Learning Policy*.

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 and may be made available to our regulators. 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

Learner Voice

Learners can play an important part in improving the quality through the feedback they give. In addition to the on-going discussion with the course team throughout the year, centres will have a range of mechanisms for learners to feed back about their experience of teaching and learning.

Professional Development and Training for Centres

QUALIFI supports its approved centres with training relating 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 learner-centred learning and teaching approaches.
- building in effective and efficient quality assurance systems.

Please contact us for further information.

Progression and Links to other QUALIFI Programmes

Learners completing the **QUALIFI Diploma in Teaching English as a Foreign Language (TEFL)** can:

- Use credit against a Qualifi Level 5 qualification.
- Go directly into employment in an associated profession.

Learners completing the **QUALIFI Level 5 Diploma in Teaching English to Speakers of Other Languages (TESOL) (The TEFL Academy)** can:

- Use credit against a Qualifi Level 5 qualification.
- Go directly into employment in an associated profession.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI Level 5 Diploma in Teaching English as a Foreign Language (TEFL) is a Level 5 qualification made up of **10 units** equating to 40 credits.

The QUALIFI Level 5 Diploma in Teaching English to Speakers of Other Languages (TESOL) (The TEFL Academy) is a Level 5 qualification made up of 11 units equating to 43 credits.

Total Qualification Time (TQT) is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Examples of activities that can contribute to Total Qualification Time includes 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 prerecorded 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, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Rules of Combination for QUALIFI Level 5 Diploma in Teaching English as a Foreign

Language (TEFL)

Learners are required to complete all 10 mandatory units to achieve the credits required to gain the Level 5 Diploma 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	30	3	12
H/617/3460	Teaching English Vocabulary	5	30	3	12
K/617/3461	Teaching Pronunciation	5	30	3	12
M/617/3462	Understanding English Grammar	5	50	5	23
T/617/3463	Teaching Receptive Skills: Listening and Reading	5	50	5	23
A/617/3464	Teaching Productive Skills: Speaking and Writing	5	40	4	16
F/617/3465	Teaching English Grammar	5	60	6	25
J/617/3466	History of the English Language and English Language Teaching	5	30	3	10
L/617/3467	Teaching Materials and Aids and Classroom Management Strategies	5	30	3	12
R/617/3468	The Effective use of Resources for TEFL	5	50	5	23
Total			400	40	168

Rules of Combination for QUALIFI Level 5 Diploma in Teaching English to Speakers of Other Languages (TESOL) (The TEFL Academy)

Learners are required to complete all 11 units to achieve the credits required to gain the Level 5 Diploma 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	30	3	12
H/617/3460	Teaching English Vocabulary	5	30	3	12
K/617/3461	Teaching Pronunciation	5	30	3	12
M/617/3462	Understanding English Grammar	5	50	5	23
T/617/3463	Teaching Receptive Skills: Listening and Reading	5	50	5	23
A/617/3464	Teaching Productive Skills: Speaking and Writing	5	40	4	16
F/617/3465	Teaching English Grammar	5	60	6	25
J/617/3466	History of the English Language and English Language Teaching	5	30	3	10
L/617/3467	Teaching Materials and Aids and Classroom Management Strategies	5	30	3	12
R/617/3468	The Effective use of Resources for TEFL	5	50	5	23
J/651/0530	Teaching English to Speakers of Other Languages (TESOL) in an English-speaking country	5	30	3	12
Total			430	43	180

Achievement Requirements

Learners must demonstrate they have met all learning outcomes and assessment criteria for all the required units to achieve this qualification. QUALIFI will issue certificates to all successful learners via their registered centres.

Awarding Classification/Grading

This qualification grading is **Pass/Fail**

All units will be assessed internally through written assignment, marked internally by the QUALIFI approved centre and subject to external quality assurance by QUALIFI

Assessment Strategy and Methods

QUALIFI will provide summative assessments for each unit of this qualification. These tasks will address all learning outcomes and related assessment criteria, all of which must be demonstrated/passed in order to achieve the qualification. To achieve a pass for each of the units, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

The assessment tasks will require learners to draw on real organisational information or case studies 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, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

Learners' assessments will be marked internally by the approved centre and will be subject to external moderation by QUALIFI prior to certification.

Qualifi will provide summative assessments that cover the learning outcomes and assessment criteria. In addition, centres are encouraged to develop formative assessments.

1: Formative Assessments

Formative assessment is an integral part of the assessment process, involving both the tutor/assessor and the learner about their progress during the course of study. Formative assessment takes place prior to summative assessment and focuses on helping learners to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable learners to make improvements to their work. This feedback should be prompt so that it has meaning and context for learners and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement. All records should be available for auditing purposes as we may choose to check records of formative assessment as part of our on-going quality assurance. Formative assessments will not contribute to the overall mark of the units.

2: Summative Assessments

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to

be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Formative Assessment	Summative Assessment
used during the learning process	used at the end of the learning process
provides feedback on learning-in-process	evaluates achievement against learning outcomes and assessment criteria
dialogue-based, ungraded	graded pass / refer

Evidence of both formative and summative assessment **MUST** be made available at the time of external quality assurance – EQA.

Please contact Qualifi for more information.

Appendix 1: Unit Descriptors

Unit 1: An Introduction to Lesson Planning

Unit code: M/617/3459

RQF level: 5

Unit Aim

The aim of this unit is to introduce students to the principles of lesson planning for foreign language lessons.

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 structure of, and the rationale for a typical lesson plan.	1.1 Explain the different parts of a lesson plan.
	1.2 Identify pronunciation features, sentence stress and intonation for teaching purposes.
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 effective lessons appropriate for lesson type and class level.
	3.2 Produce learning materials appropriate for a specified class.

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://tefltesol.weebly.com/discussions/multilingual-vs-monolingual> [Accessed: May 2018]

Unit 2: Teaching English Vocabulary

Unit code: H/617/3460

RQF level: 5

Unit Aim

The aim of this unit is 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 a specified text in order to select appropriate items for vocabulary teaching appropriate to class level.
	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 Select and assess an appropriate authentic text for a specified class and exploit for language development.
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 a vocabulary development activity.
	3.4 Demonstrate the ability to grade language appropriately for student level.

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 3: Teaching Pronunciation

Unit code: K/617/3461

RQF level: 5

Unit Aim

The aim of this unit is 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 Analyse the meaning (function) and form of a structure in sufficient depth to teach it effectively.
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 subset 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=hubyFqSUaGA> [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]

Textbooks

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 4: Understanding English Grammar

Unit code: M/617/3462

RQF level: 5

Unit Aim

The aim of this unit is 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 Design an appropriate accuracy-focused practice (controlled) activity for a specific structure.

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 5: Teaching Receptive Skills: Listening and Reading

Unit code: T/617/3463

RQF level: 5

Unit Aim

The aim of this unit is 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 appropriate comprehension tasks for a reading or listening text.
	3.5 Design or select appropriate reading or listening activities in addition to comprehension tasks.
	3.6 Design and justify further development tasks for a selected authentic text.

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 6: Teaching Productive Skills: Speaking and Writing

Unit code: A/617/3464

RQF level: 5

Unit Aim

The aim of this unit is 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 fluency-focused practice (freer) activity for a specific structure.
	3.4 Develop and deploy an appropriate context to elicit 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 7: Teaching English Grammar

Unit code: F/617/3465

RQF level: 5

Unit Aim

The aim of this unit is 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 and deploy an appropriate context to elicit a specific 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 Plan a lesson stage in which students are led to analyse the target language.
	4.3 Use language appropriately for a specified class when teaching new language.
	4.4 Clarify and check understanding of a. the form of a grammatical structure b. meaning (function) of a grammatical structure.

4.5 Justify the selection of materials and activities for a lesson on specified target language.
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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 8: History of the English Language and English Language Teaching

Unit code: J/617/3466

RQF level: 5

Unit Aim

The aim of this unit is 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 is 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: [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]

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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 9: Teaching Materials and Aids and Classroom Management Strategies

Unit code: L/617/3467

RQF level: 5

Unit Aim

The aim of this unit is 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 10: The Effective Use of Resources for TEFL

Unit code: R/617/3468

RQF level: 5

Unit Aim

The aim of this unit is 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 published teaching materials in relation to their appropriateness for a given situation.
	2.2 Explain how to match materials to learners' needs.
	2.3 Justify the selection of methods and materials for a specific class.
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 Develop a teaching activity using free online digital tools.
	4.2 Evaluate a teaching activity which requires 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

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One-stop English *Methodology: teaching large classes*, available at:
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The Council of Europe, *CEFR Levels*, available at: <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions> [accessed May 2018]

Alex Case, *Needs analysis*, One Stop English (n.d.) available at:
<http://www.onestopenglish.com/business/teaching-approaches/needs-analysis/> [accessed May 2018]

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Simon Thomas, *DIY Needs Analysis lesson*, ELT Resource.Com, 2011, available at:
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Alex Case, *Preparing and using needs analysis questionnaires in business English classes*: Available at:
<http://www.onestopenglish.com/business/teaching-approaches/needs-analysis/> [Accessed May 2018]

Alex Case, *Criteria for a good needs analysis*: Available at: <http://www.tefl.net/elt/articles/teacher-technique/needs-analysis-criteria/> [Accessed May 2018]

Examples of needs analysis questionnaires: Available at: http://www.cal.org/caela/tools/program_development/elltoolkit/Part2-5NeedsAssessment&LearnerSelf-Evaluation.pdf [Accessed May 2018]

Excellence Gateway *Adult ESOL teaching materials and other resources* Available at: <https://esol.excellencegateway.org.uk/> [Accessed May 2018]

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Example syllabi

Kenneth Beare, *Intermediate Level Syllabus Outline*, ThoughtCo, available at: <http://esl.about.com/library/weekly/aa080601a.htm> [accessed May 2018]

Sample syllabus, The Stuart Mill English Blog <http://blog.stuartmillenglish.com/2011/01/14/syllabus-sample/>

Example of a (grammar) placement test

Macmillan, *New Inside Out Placement Tests*, available at: <http://www.insideout.net/new/resources/placement-tests> [accessed May 2018]

Example of a diagnostic test (grammar only)

Oxford University Press, 2015, *Oxford Practice Grammar*
<https://elt.oup.com/student/practicegrammar/testcc=gb&sellLanguage=en>

CEFR

Exam English *Grammar to study at each CEF level*, available at: http://www.examenglish.com/CEFR/cefr_grammar.htm [accessed May 2018]

English Profile, *CEFR for English*, available at: <http://www.englishprofile.org/index.php> [accessed May 2018]

Go study link *CEFR language levels explained*, available at: <http://gostudylink.net/en/support/levels> [accessed May 2018]

Public exams

British Council *Free IELTS practice tests* <http://takeielts.britishcouncil.org/prepare-test/free-practice-tests> [accessed May 2018]

Cambridge English *Exams* <http://www.cambridgeenglish.org/exams/> [accessed May 2018]

Trinity College London *ESOL* <http://www.trinitycollege.com/site/?id=263> [accessed May 2018]

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Flo-Joe *THE place on the web for Cambridge exam preparation* <http://www.flo-joe.co.uk/> [accessed May 2018]

Lizzie Pinnard, Jan 2015, *My Top 10 Resources for Teaching IELTS* <http://reflectiveteachingreflectivelearning.com/2015/01/21/my-top-10-resources-for-teaching-ielts/> [accessed May 2018]

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New English File (for teachers)

https://elt.oup.com/catalogue/items/global/adult_courses/english_file_third_edition/?cc=ar&sellLanguage=en&mode=hub

New English File (for students) <https://elt.oup.com/student/englishfile/?cc=gb&sellLanguage=en>

Cutting Edge, 3rd edition <http://www.pearsonelt.com/cuttingedge3e>

Headway <https://elt.oup.com/teachers/headway/?cc=ar&sellLanguage=en&mode=hub>

New Total English <http://product.pearsonelt.com/newtotalenglish/>

Empower http://www.cambridge.org/gb/cambridgeenglish/catalog/adult_courses/cambridge-english-empower/students-edition

Global, Macmillan, <http://www.macmillanglobal.com/try-global>

Language Requirements for UK citizenship

GOV.UK November 2015 Prove your knowledge of English for citizenship and settling Available at: <https://www.gov.uk/english-language/approved-english-language-qualifications> [accessed May 2018]

Ideas for teachers

The Internet TESL Journal Games & Activities for the ESL/EFL Classroom <http://iteslj.org/games/>

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

TEFL Tunes.Com <http://www.tefltunes.com/grammarsongs.aspx>

Practice materials for students

ESL Gold <http://www.eslgold.com/>

The English Page <http://www.englishpage.com/>

Excellence Gateway Adult ESOL Core Curriculum Available at:
<http://rwp.excellencegateway.org.uk/ESOL/Adult+ESOL+core+curriculum/> [Accessed May 2018]

Unit 11: Teaching Speakers of Other Languages (TESOL) in an English-speaking Country

Unit code: J/651/0530

RQF level: 5

Unit Aim

The aim of this unit is to differentiate between TEFL and TESOL and how to apply the principles of TESOL v TEFL. Learners will understand the different techniques used in a number of scenarios that are class based as well as virtual.

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 fundamentals of the TESOL landscape and differentiate between TEFL and TESOL.	1.1 Use relevant industry terminology in a range of TEFL and TESOL contexts. 1.2 Examine the differences between TEFL and TESOL. 1.3 Describe common reasons that students learn English in an English-speaking country, 1.4 Evaluate potential workplaces for qualified ESOL teachers.
2. Apply the key principles of TESOL in an English-speaking country.	2.1 Assess the cultural, social, personal and economic and motivational needs of ESOL learners in an English-language country. 2.2 Apply the key principles that underpin teaching speakers of other languages in an English-speaking country.
3. Demonstrate knowledge of effective TESOL teaching techniques.	3.1 Evaluate appropriate tasks that meet the immediate cultural, social, personal and economic needs for a specified range of ESOL learners. 3.2 Use effective communicative tasks and methodology to engage and empower speakers of other languages in an English-speaking country. 3.3 Recognise appropriate techniques to effectively manage and cater for multi-level and larger class sizes, for a range of specified scenarios.

Indicative Content

This is a theoretical unit, which looks briefly at the principles and techniques of teaching English to speakers of other languages in an English-speaking country. We examine the specific needs of learners in an English-speaking country, and how the teacher can respond to these needs through relevant communicative task selection. We explore how to meet common challenges such as large class sizes and multi-level groups.

Suggested Resources

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<https://www.britishcouncil.org/voices-magazine/what-consider-when-teaching-english-large-classes>

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 December 2023]

Other Resources

Excellence Gateway Adult ESOL Core Curriculum Available at: <https://www.et-foundation.co.uk/resources/resource-library/> [Accessed December 2023]

Vocab Kitchen, CEFR Vocabulary Profiler (2016), Available at: <http://vocabkitchen.com/profiler/cefr> [Accessed December 2023]

English Profile, Text Inspector (2015) CUP <http://www.englishprofile.org/wordlists/text-inspector> [Accessed December 2023]

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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 December 2023]

My English Club, 2023, *Needs analysis*, available at: <https://www.myenglishlanguage.com/teacher-resources/needs-analysis/> [accessed December 2023]

Hayo Reinders, 2023, *Supporting Refugees – a primer for language teachers*, OUP, available at: <https://corp.oup.com/news/new-paper-equips-teachers-and-schools-to-support-refugee-learners/> [accessed December 2023]

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