



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Level 5 Certificate in Teaching English as a Foreign Language with Practice (CertTEFL) (The TEFL Academy)

Specification (For Centres)
January 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. QUALIFI is also a signatory to BIS international commitments of quality.

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

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

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

Supporting Diversity

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

Learner Voice

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

This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

Contents

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

Unit 2: Developing Receptive and Productive Language Skills	16
Unit 3: Methodologies for Teaching a New Language	18
Unit 4: Awareness of Learners	20
Unit 5: Language Awareness.....	21
Unit 6: Designing Learning Materials	23

1 Introduction

1.1 Why Choose QUALIFI Qualifications?

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

These objectives are to:

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

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

Our qualifications will develop learner ability to:

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

1.2 Employer Support for the Qualification Development

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

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

1.3 Qualification Titles and Codes

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

QUALIFI Level 5 Certificate in Teaching English as a Foreign Language with Practice (CertTEFL) (The TEFL Academy) 603/5428/8

1.4 Awarding Organisation

QUALIFI LTD

2 Programme Purpose

2.1 Reasons for the Qualification

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

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

2.2 Rationale, aims and learning outcomes of the course

The Level 5 programme will require learners to gain a sufficient understanding of language systems and practice of commonly used teaching approaches to embark on a career in TEFL. The qualification will enable learners to become independent, novice teachers with the tools to plan appropriate lessons and courses for their students without support if necessary.

The input sessions include observed teaching practice. The emphasis on self-evaluation are aimed at equipping learners to embark on a teaching career in English language teaching. Through the course, learners will acquire the tools to continue to develop their knowledge and understanding of language, and to reflect on their teaching practice throughout their careers.

2.3 Aims of the Certificate

The Level 5 Certificate in Teaching English as a Foreign Language with Practice (CertTEFL) (The TEFL Academy) provides learners with the opportunity to:

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

2.4 Learning Outcomes of the Certificate

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

- Understand the rules of English language and how to convey these in a foreign language classroom.
- Understand the nature of foreign language skills and how to develop them.
- Understand and apply basic standard teaching procedures appropriately.
- Understand how factors relating to the individual impact on learning and student needs.
- Select, design, and review their own teaching, materials and lesson plans appropriate to specific teaching situations.
- Demonstrate their ability to plan and deliver classroom lessons in observed and assessed teaching practice.
- Demonstrate their ability to work independently.
- Demonstrate their ability to work cooperatively as part of a teaching team.
- Improve their own employability through developing their awareness of the relationship between learner needs and the practical application of teaching methodology in the language classroom.

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

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

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

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

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

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

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

3.2 Entry Criteria

QUALIFI Level 5 Certificate in Teaching English as a Foreign Language with Practice (CertTEFL) (The TEFL Academy)

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

In the case of applicants whose first language is not English, then CEFR C1 (CAE grade C min), IELTS 7.0, GESE 10, TOEFL 95 or equivalent is required.

A basic awareness of structural aspects of the English language is also required and this can be demonstrated through pre-interview task and interview.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Certificate in Teaching English as a Foreign Language (TEFLIQ) is a Level 5 qualification made up of **6 units** equating to 20 credits.

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

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

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

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

4.2 Qualification Structure

There are 6 mandatory units for this qualification. All units cover a number of topics relating to learning outcomes. Each unit has the equivalency of credits.

Learners are required to complete the 6 units to achieve the credits required to gain the Level 5 Certificate in Teaching English as a Foreign Language (TEFLIQ) (The TEFL Academy).

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
F/617/9296	Teaching Practice and Classroom Skills	5	100	10	86
J/617/9297	Developing Receptive and Productive Language skills	5	20	2	16
L/617/9298	Methodologies for Teaching a New Language	5	20	2	16
R/617/9299	Awareness of Learners	5	20	2	16
A/617/9300	Language Awareness	5	20	2	16
F/617/9301	Designing Learning Materials	5	20	2	10

5 Guidance to Teaching and Learning

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

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

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

6 Learner Support

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

- learners with disabilities
- health and safety
- conduct

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

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

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

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

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

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

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

8. Course Regulations

8.1 Course Requirements

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

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

8.2 Classification of Awards

The classification is a pass, merit or distinction.

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

8.3. Learner Voice

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

8.4 Complaints

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

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

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

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

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

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

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

10. Further Professional Development and Training

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

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

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

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

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

Or email: support@QUALIFI-international.com

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

Appendix 1: Unit Descriptors

Qualifi Level 5 Certificate in Teaching English as a Foreign Language with Practice

(CertTEFL) (The TEFL Academy)

Unit 1: Teaching Practice and Classroom Skills

Unit code: F/617/9296

RQF level: 5

Unit Aim

The aim of this unit is to introduce students to a range of practical teaching techniques and procedures and 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. Develop a positive relationship with and among students to create a constructive learning environment.	1.1 Establish a positive Teacher-Student relationship through engaging with students meaningfully to maximise practice opportunities. 1.2 Facilitate student-student interactions to create a positive learning environment. 1.3 Respond to student contributions and problems and adapt lesson accordingly.
2. Plan lessons to meet identified aims using appropriate materials, teaching aids and activities.	2.1 Plan and deliver lessons to meet identified lesson aims.
3. Use a range of teaching approaches and techniques to meet learner needs.	3.1 Use elicitation effectively in lessons. 3.2 Grade language appropriately for the level of students. 3.3. Give clear instructions when setting up classroom activities. 3.4 Monitor learners' progress and offer support as appropriate. 3.5 Ensure that all learners are participating and feel included in lessons.
4. Be able to evaluate own and others' teaching in order to develop own practice.	4.1 Evaluate aims of and interactions in observed lessons to inform own approach. 4.2 Analyse the use of voice, body language and language grading in observed lessons to inform own approach. 4.3 Critically evaluate and reflect on own lessons.

5. Be able to work constructively with colleagues to create an effective shared teaching programme.	5.1 Offer peers constructive and fair feedback based on observation of teaching practice. 5.2 Work collaboratively with peers to create effective whole lessons.

Indicative Content

The teaching practice component of the course focuses on classroom skills. Learners are particularly encouraged to focus on the individual students they are teaching and foster positive relationships in the classroom. Lesson planning, classroom management strategies, working cooperatively.

Suggested Resources

How to Teach English, Jeremy Harmer 2017. Harlow: Pearson Education Limited.
 Learning Teaching, Jim Scrivener, 2017. London: Macmillan Education.
 Learning to Teach English, Peter Watkin. 2017. [Place of publication not identified]: KLETT (ERNST) Verlag, STUT.

Unit 2: Developing Receptive and Productive Language Skills

Unit code: J/617/9297

RQF level: 5

Unit Aim

This unit aims to give students an understanding of reading, listening, speaking and writing skills. To learn and master basic 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 sub-skills involved in reading and apply this knowledge to teaching.	1.1 Plan and deliver a reading comprehension lesson. 1.2 Select appropriate vocabulary to pre-teach in a skills lesson. 1.3 Design activities to develop specific reading skills.
2. Understand the sub-skills involved in listening apply this knowledge to teaching.	2.1. Plan and deliver a listening comprehension lesson. 2.2 Design activities to develop specific listening skills.
3. Understand the sub-skills involved in speaking apply this knowledge to teaching.	3.1 Design speaking activities to develop communication skills.
4. Understand the sub-skills involved in writing apply this knowledge to teaching.	4.1 Design activities to develop writing skills. 4.2 Apply appropriate methods to correct written work.

Indicative Content

An examination of productive and receptive skills and ways of improving them in foreign language teaching. Different reading and listening skills are examined and we look at ways that teachers can help students at different levels develop these skills in the classroom. Learners will master standard procedures for reading or listening comprehension lessons in teaching practice lessons.

Learner will demonstrate awareness of the differences between fluency and accuracy in productive language and appropriate ways of focusing on these in lessons. They will also learn how and when to correct students' spoken and written language.

Suggested Resources

How to Teach English, Jeremy Harmer

Learning Teaching, Jim Scrivener

Learning to Teach English, Peter Watkin

Teaching and Developing Reading Skills, Peter Watkin, 2018, Cambridge Handbooks for Language (ISBN: 9781316647318)

Real Lives, Real Listening, Shelia Thorn. 2013. London: HarperCollins.

Unit 3: Methodologies for Teaching a New Language

Unit code: L/617/9298

RQF level: 5

Unit Aim

The aim of this unit is to introduce students to and provide practice in techniques and procedures for teaching new grammar, vocabulary and functional language.

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 language areas for teaching purposes.	1.1 Create and deliver a grammar presentation/practice lesson.
2. Understand and apply appropriate approaches for presenting and practicing new language.	2.1 Model normal pronunciation and intonation when presenting new language. 2.2 Enable students to practise the pronunciation of new language. 2.3 Teach a lesson which includes recycling/revision of language taught in earlier lesson(s). 2.4 Demonstrate ability to identify errors and use appropriate correction techniques in the classroom. 2.5 Use an appropriate meaningful context to present new language inductively. 2.6 Check learners' understanding of the <i>meaning</i> of new language (grammatical structure or functional language). 2.7 Check learners' understanding of the <i>form</i> of new language. 2.8 Select and implement appropriate <i>accuracy</i> focused practice activities. 2.9 Select and implement appropriate <i>fluency</i> focused practice activities. 2.10 Understand the meaning, form and pronunciation of vocabulary items for teaching purposes.

Indicative Content

Learners will become familiar with effective ways of teaching grammar and vocabulary. Input sessions related to grammar teaching look at how to analyse a grammatical structure for teaching purposes, the usual learning order of grammatical structures, types of error and methods of correction. Vocabulary teaching sessions examine different ways of grouping vocabulary items, e.g. lexical sets, cognates, false friends, collocation, and techniques and equipment used in teaching new vocabulary, e.g. realia, visual aids, dictionaries, translation, mind maps, gesture and mime.

Suggested Resources

How to Teach English, Jeremy Harmer

Learning Teaching, Jim Scrivener

Learning to Teach English, Peter Watkin

English vocabulary in use, McCarthy, Michael. and O'Dell, Felicity. 2017, CUP

How to teach grammar, Scott Thornbury. 2000, Pearson Education

Unit 4: Awareness of Learners

Unit code: R/617/9299

RQF level: 5

Unit Aim

This unit aims to raise awareness of the need to take account of individual learner and whole class needs, aptitudes, motivations, and cultural factors when teaching and planning lessons and courses. To introduce approaches to teaching various ESP classes in addition to General English.

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 factors relating to the individual impact on learning and student needs.	1.1 Create individual learner profiles. 1.2 Design teaching materials for a specific group of learners. 1.3 Design materials to meet specific learning needs of an individual learner.
2. Understand how to use needs analyses to identify appropriate learning targets.	2.1 Use a needs analysis to identify appropriate learning goals for an individual learner.
3. Understand learner errors and their possible causes and common correction techniques.	3.1 Identify errors in the productive language of an individual learner and suggest possible causes.
4. Understand key differences between teaching general English to adults and other common types of ESOL classes.	4.1 Create appropriate teaching materials for a selected class type (e.g. Young Learners, Business or on-line learners).

Indicative Content

Needs analyses, evaluating language level, considering learning styles, the CEFR, different types of test. Common public EFL examinations. Different types of class, including (on most courses) business, young learners and teaching online. At least 10 input sessions will focus on special groups. Differentiating materials, exploiting coursebooks and course planning.

Suggested Resources

How to Teach English, Jeremy Harmer

Learning Teaching, Jim Scrivener

Learning to Teach English, Peter Watkin

How to Teach Grammar, Scott Thornbury

The Mixed Ability Class, Julie Tice, 1997, Richmond

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

Unit 5: Language Awareness

Unit code: A/617/9300

RQF Level: 5

Unit Aim

The aim of this unit is to give students a sufficient understanding of English pronunciation vocabulary and grammar for teaching purposes. To equip learners to analyse language independently.

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 English phonology and apply this to teaching English as a foreign language.	1.1 Correct learners using knowledge of English phonemes and how they are formed. 1.2 Teach the pronunciation of new language using knowledge of the features of connected speech to.
2. Understand English Lexis (Vocabulary) apply this to teaching English as a foreign language.	2.1 Demonstrate understanding of the terminology used to categorise vocabulary.
3. Understand of English grammar and apply this to teaching English as a foreign language.	3.1 Explain the grammatical categories of words in English and their functions. 3.2 Explain clause and sentence structure. 3.3 Understand the forms and various functions of verb tenses. 3.4 Carry out a detailed investigation into a specific language area to deliver a lesson to their peers. 3.5 Deliver a lesson on an aspect of that language area based on their investigation.

Indicative Content

Introduction to English grammar and pronunciation. (Lexis is included Unit 3). Pronunciation: The course examines 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.

Grammar: An examination of the different word classes in English grammar, including an examination of clause structure. The course includes a close examination of the tense system in English.

There is strong focus on developing learners' language analysis skills. Through Assignment 2 they will learn how to research grammatical areas independently and how to apply that knowledge to teaching.

Suggested resources

How to Teach Pronunciation, Gerald Kelly 2018. Harlow: Pearson Education Limited.

Teaching English Pronunciation, Joanne Kenworthy

Speaking Clearly, Rogerson and Gilbert. 1990, CUP

Practical English Usage, Michael Swan, 2018. Oxford: Oxford University Press.

Advanced English Grammar in Use, Raymond Murphy. 1999, CUP

Grammar for English Language Teachers, Martin Parrott 2010. Cambridge: Cambridge University Press.

A Concise Grammar for English Language Teachers, Tony Penston 2005. TP Publications,

How to Teach English, Jeremy Harmer

Learning Teaching, Jim Scrivener

Learning to Teach English, Peter Watkin

How to Teach Grammar, Scott Thornbury

Unit 6: Designing Learning Materials

Unit code: F/617/9301

RQF level: 5

Unit Aim

The aim of this unit is to familiarise students with sources of potential teaching materials, and how these can best be adapted and exploited in the classroom.

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 evaluate teaching materials and select appropriate methods and materials for learners.	1.1 Justify the selection of methods and materials to meet learners' needs.
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 a specific class.
3. Understand the ways in which the internet can be exploited for language teaching in the classroom.	3.1 Explain ways the internet can be used in language teaching. 3.2 Design a teaching activity which requires students to use online resources.
4. Understand how to exploit course book materials effectively.	4.1 Adapt and exploit coursebook materials in own lessons.

Indicative Content

An examination of common classroom aids, activities and materials and how they can be used in TEFL. We also look at the use of online resources and authentic materials in language teaching, and ways of exploiting coursebooks. In Assignment 3 learners are required to use an authentic resource to develop teaching materials for a specific group.

Suggested Resources

Teaching English | British Council | BBC: <https://www.teachingenglish.org.uk/publications-resources/books-resource-packs>

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

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