# Qualification Specification

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| **GA Level 5 Certificate in Teaching English as a Foreign Language (TEFL) (i-to-i)** | **603/3954/8** |
| **GA Level 5 Diploma in Teaching English as a Foreign Language (TEFL) (i-to-i)** | **603/3955/X** |

These qualifications are subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

# Section 1 - Qualification Overview

## 1.1 Introduction: About the Gatehouse Awards Teaching English as a Foreign Language Qualifications

The Gatehouse Awards (GA) Teaching English as Foreign Language (TEFL) qualifications are designed to give candidates working or preparing to work in an educational setting the knowledge, skills and understanding to teach English as a foreign or additional language, in line with best practice.

This specification covers the GA Level 5 Certificate and Diploma in TEFL.

These qualifications have been developed in association with the Teach and Travel Group Ltd under its 'i-to-i' brand and are aimed at meeting the needs of Candidates and employers by underpinning high-quality courses with regulated qualifications.

This document provides centre staff, candidates and employers with a comprehensive overview of the qualification content as well as the assessment and quality assurance requirements for these qualifications.

The qualifications are regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and are part of the Regulated Qualifications Framework (RQF).

All versions of these qualifications are listed on the Register of Regulated Qualifications which is operated by Ofqual at http://register.ofqual.gov.uk.

These qualifications are not designed to replace any existing qualifications.

## 1.2 Qualification Titles, Qualification Numbers and Important Dates

| Qualification Title and Level | Qualification Number | Operational Start Date | Operational Review Date |
|---|---|---|---|
| GA Level 5 Certificate in Teaching English as a Foreign Language (TEFL) (i-to-i) | 603/3954/8 | 01/01/2019 | January 2024 |
| GA Level 5 Diploma in Teaching English as a Foreign Language (TEFL) (i-to-i) | 603/3955/X | 01/01/2019 | January 2024 |

## 1.3 Qualification Aims and Objectives

These qualifications can be relied upon by employers to indicate that an individual can undertake a specific role in the workplace.

The aim of these qualifications is to give candidates working, or preparing to work, in an educational setting the knowledge, skills and understanding to teach English as a foreign or additional language to learners, in a range of EFL settings, in line with best practice.

## 1.4 Qualification Structure and Overview: Units, GLH*, TQT** and Credit Values

The GA Awards in Teaching English as Foreign Language (TEFL) qualifications are listed on the Ofqual Register of Regulated Qualifications as part of the Regulated Qualifications Framework (RQF).

The structure of these qualifications is as follows:

| GA Level 5 Certificate in Teaching English as a Foreign Language (TEFL) (i-to-i) | | | | |
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| **Mandatory Units** | **Unit Reference** | **Credits** | **GLH\*** | **Study Time\*** |
| 1. English Language Teaching and Learning in Context: the Classroom and the Learners | F/617/4048 | 6 | 45 | 60 |
| 2. Lesson Planning and Resources in English Language Teaching and Learning | J/617/4049 | 6 | 45 | 60 |
| 3. Teaching English Language: Vocabulary, Grammar and Pronunciation | A/617/4050 | 6 | 45 | 60 |
| 4. Teaching the Four Skills: Speaking, Listening, Reading and Writing | F/617/4051 | 6 | 45 | 60 |
| | | Total Credits: 24 | Total GLH\*: 180 | TQT\*: 240 |

| GA Level 5 Diploma in Teaching English as a Foreign Language (TEFL) (i-to-i) | | | | |
|---|---|---|---|---|
| **Mandatory Units** | **Unit Reference** | **Credits** | **GLH\*** | **Study Time\*** |
| *Units 1-4 as above* | F/617/4048 J/617/4049 A/617/4050 F/617/4051 | 24 | 180 | 240 |
| 5. Teaching English One-to-One and Online | H/617/4110 | 8 | 60 | 80 |
| 6. Teaching Business English | M/617/4112 | 8 | 60 | 80 |
| | | Total Credits: 40 | Total GLH\*: 300 | TQT\*: 400 |

## *Guided Learning Hours (GLH): Definition

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

## **Total Qualification Time (TQT): Definition

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the 'Study Time' above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of these qualifications.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and is in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

## Level

The qualifications within this specification are designated at Level 5 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that these qualifications are considered by GA to lead to the outcome as follows:

Achievement at Level 5 reflects the ability to use practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts and analyse, interpret and evaluate relevant information, concepts and ideas. It reflects an awareness of the nature and scope of the area of study or work and an understanding of different perspectives, approaches or schools of thought and the reasoning behind them.  It also reflects the ability to determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems, use relevant research or development to inform actions and evaluate actions, methods and results.

## 1.5 Intended Audience, Age and Entry Requirements

These qualifications are available to candidates aged 18 and over, who are working, or preparing to work, as teachers of English as a Foreign Language.

There are other no formal entry requirements for these qualifications; however, due to the nature of the qualification content, those undertaking the qualification must have a proficient level of spoken and written English and hold a formal English language qualification of at least Level 2, for example:

- GCSE English Language (A*- C / Grade 4 or above), or equivalent
- ESOL International (CEFR: C1 or C2)

It is recommended that prior to commencing a programme of study leading to any of these qualifications, candidates receive detailed advice and guidance from the training provider in order to ensure the programme will meet their needs.

## 1.6 Rules of Combination

Component units of each qualification are listed in paragraph 1.4 above.

There are no further Rules of Combination.

## 1.7 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA unit or units prior to the candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the candidate's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of a unit, units or whole qualification. The requirement for RPL in such instances will include a consideration of the currency of the knowledge gained by the candidate at the time they undertook the prior learning. RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

No transfer of credits is permitted for this qualification.

## 1.8 Relationship to Other Qualifications & Progression Opportunities

The Level 5 Certificate and Level 5 Diploma qualifications may be undertaken as initial training for those whose current or desired job role requires them to develop skills, understanding, and knowledge of Teaching English as a Foreign Language, or as refresher training for more experienced practitioners.

They are ideal qualifications for candidates who wish to work in the UK and abroad.

Candidates may progress onto further Education and Training qualifications, subject specialisms in TEFL at Level 5, or other qualifications at a higher level in Teaching English as a Foreign Language, for example DELTA.

## 1.9 Language of Assessment

These qualifications are offered in English. Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

## 1.10 Grading

All learning outcomes and assessment requirements must be met before a learner can be considered having achieved these qualifications.

These qualifications are not graded on a scale. Learners are assessed as Pass or Fail. Learners who aren't successful can resubmit work within the registration period.

## 1.11 Qualification Availability

These qualifications are available via GA Approved Centres in the UK and internationally. If you would like further information on offering these qualifications, please contact us.

Our contact details appear on our website, www.gatehouseawards.org

# Section 2 – Qualification Delivery, Assessment and Certification

## 2.1 Teaching and Learning Requirements

Courses leading to the Teaching English as a Foreign Language qualifications consist of either e-learning courses or classroom-based courses.

Learners can therefore undertake learning and assessment on a flexible basis.

Candidates must have suitable access to teaching and assessment staff as well as technical support. Specialist staff, high quality learning materials and access to assessment opportunities are essential for all centres.

### Minimum Assessment Requirements

- In order to achieve the GA Level 5 Certificate in Teaching English as a Foreign Language (TEFL) (i-to-i), Candidates must produce a minimum of three lesson plans and three assignments.

- In order to achieve the GA Level 5 Diploma in Teaching English as a Foreign Language (TEFL) (i-to-i), Candidates must produce a minimum of four lesson plans, a needs analysis, one syllabus and five assignments.

Further details and guidance on the content of teaching, learning and assessment for each unit can be found in the GA TEFL Syllabus in Section 4 below.

## 2.2 Assessment and Quality Assurance Model

These qualifications are offered in two different models.

### Model 1: Centre-assessed model (classroom-based)

This means that courses leading to these qualifications are delivered in-centre, via a classroom-based model of learning, where learners' work is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements. Under this model, there is no requirement for external assessment.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA. Centres operating this model are subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

## Model 2: Externally-assessed model (online)

This means that centres may purchase online programmes directly from GA, which contain all aspects of teaching, learning and assessment. Learners submit work online and it is externally assessed and moderated by GA staff. Where learners have achieved the learning outcomes and qualification requirements, the centre is NOT required to provide further evidence or assessment and internal moderation records.

Centres may wish to offer Model 2, with some classroom-based practice included in their offer. This does not require the centre to provide any further evidence or assessment and internal moderation records in order for GA to be assured that the learner has met the qualification requirements as directed by the online course packages.

## 2.3 Registering Candidates and Unique Learner Numbers

Candidates must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of these qualifications, the validity period of registrations made will be 52 weeks. Should a candidate not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a candidate is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

## 2.4 ID Requirements

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

## 2.5 Record Keeping

Records of learner's details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care, with appropriate policies and procedures in place to maintain confidentiality related to staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request. Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, centres may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

# Section 3 – Centre Requirements and Quality Assurance Arrangements

Course providers offering GA TEFL qualifications under Model 1: Centre-assessed model (classroom-based) must ensure that they have the following resources in place.

## 3.1 Staff

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of these qualifications will be considered during the approval and re-approval process and at External Quality Assurance Visits.

The course provider must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of these qualifications and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

- current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

The course provider must also ensure that they have the management and administrative arrangements in place which are suitable to support the registration of candidates and the qualification delivery.

### Requirements for Teachers and Assessors

Those delivering and assessing the GA TEFL qualifications must have relevant occupational experience and hold relevant qualifications.

The GA TEFL qualifications contain elements of both knowledge and competence and therefore must be delivered by a knowledgeable and competent practitioner who is able to assess candidates' knowledge, skills and understanding of Teaching English as a Foreign Language.

GA recommends that Assessors have a minimum 2 years' experience in working as a Teacher of English as a foreign/additional language and recommends that Assessors hold a relevant teaching or assessing qualification suitable to support the making of appropriate and consistent assessment decisions in the field of English language teaching.

Suitable English language teaching qualifications may include CELTA, DELTA or Cert/Dip TESOL.

Suitable assessment-specific qualifications may include a Level 3 Certificate in Assessing Vocational Achievement (or Award in Assessing Vocationally Related Achievement / Assessing Competence in the Work Environment), Level 3 or 4 Award/Certificate in Education and Training, Cert. Ed or PGCE (or equivalent) or NVQ Level 3 or 4 Learning & Development.

Assessors may be working towards a relevant equivalent teaching/assessing qualification under the guidance of a suitably qualified and experienced Assessor and their Internal Moderator.

## Requirements for Internal Moderators (also referred to as an Internal Quality Assurers or IQAs)

Assessors may have one or several appointed Internal Moderators.

This qualification is assessed by an Assessor and internally moderated and quality assured by an Internal Moderator to ensure standardisation, reliability, validity and sufficiency of the Assessor's assessment decisions.

Internal Moderators therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring. It is the centre's responsibility to select and appoint Internal Moderators.

To be able to perform the internal moderation and quality assurance role, an Internal Moderator must:

- have up-to-date working knowledge and experience of the specific occupational field
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following Assessor qualifications or their recognised equivalent:

    o Level 3 Award in Assessing Competence in the Work Environment
    o Level 3 Certificate in Assessing Vocational Achievement
    o A1 Assess candidate performance using a range of methods
    o D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence

- hold one of the following internal quality assurance qualifications or their recognised equivalent:

    o Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
    o Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
    o V1 Conduct internal quality assurance of the assessment process
    o D34 Internally verify the assessment process

- show current evidence of continuing professional development in assessment and quality assurance.

In addition, Internal Moderators must be familiar with GA's qualification requirements.

Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced Internal Moderator.

The Internal Moderator must have relevant occupational experience and hold relevant qualifications in the particular subject area being assessed. They must hold a regulated qualification at least at the level of the qualification they are assessing.

The knowledge and experience of Teachers, Assessors and Internal Moderators will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

## External Moderation (also referred to as External Quality Assurance or EQA)

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications

## 3.2 Assessment of Candidates

The course provider must ensure that Assessors meet the requirements listed in Section 3.1 above in order to make assessment decisions leading to the award of the TEFL qualification.

Candidates are assessed on the evidence contained within their portfolio. A range of assessment methods may be used in the production of evidence towards knowledge-based assessment criteria, for example:

- Written assignments
- Questions and answers
- Professional discussion

## 3.3 Portfolio Requirements (Centre-assessed model)

Where centres deliver these qualifications in-centre, learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements.

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- witness testimony
- records of questioning

Evidence in the portfolio should be mapped against the learning outcomes, reflect the type of evidence supplied and indicate its location within the portfolio. By using portfolio reference numbers, it will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

All evidence must meet CRAVES requirements.

## 3.4 CRAVES Requirements

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment

- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the candidate's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

## 3.5 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that Assessors are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring Assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing Assessors with clear and constructive feedback
- supporting Assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which incorporates the number of learners, number of Assessors, and the experience and competency of Assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

## 3.6 External Moderation and Quality Assurance Arrangements

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the *GA Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. These include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualifications, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualifications
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activity have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner's work, moderation of assessment, talking to learners and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

Where **Model 2: Externally-assessed model (online)** is undertaken, the assessment and moderation service is provided directly by GA. Adherence to the wider centre approval criteria must be demonstrated by the centre, even when delivery is via the externally-assessed model.

## 3.7 Venue Requirements

When training premises are used in the delivery of teaching and assessment of these qualifications, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

## 3.8 Equipment

Centres must ensure that all products and equipment used in the delivery and assessment of this qualification must be authorised by GA and confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of centres.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

## 3.9 Teaching and Learning Resources

Centres delivering the qualifications as their own classroom-based or blended course delivery must ensure that their teaching and learning resources are high quality, relevant and up-to-date, in order to allow candidates to adequately prepare for assessment.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of candidates.

## 3.10 Useful Resources

- The Teach & Travel Group Ltd (i-to-i): www.i-to-i.com
- Ofqual: www.gov.uk/government/organisations/ofqual
- Swan, M. (2005). Practical English Usage. Oxford: OUP.
- Murphy, R. (2004). English Grammar in Use. Cambridge: CUP

GA provides additional resources for these qualifications on the relevant qualification page of the website: www.gatehouseawards.org

Any references to books, journals, websites or other third party materials and publications made in this Qualification Specification are made in good faith only and Gatehouse Awards does not accept responsibility for the content of such materials or any opinions expressed within them.

## 3.11 Results

Centres may make claims for certification via the Ark when learners complete and the Assessor and Internal Moderator have confirmed achievement. Such claims for certification are subject to successful external moderation (EQA). Following the External Moderator's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

Where GA provides external assessment and moderation following the candidate's completion of the GA-issued online TEFL programme, GA will issue results and certificates without the need for the centre to provide further evidence or records.

## 3.12 Certificates

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued. Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g. learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

## 3.13 Direct Claims Status (DCS)

Direct Claim Status is not available for these qualifications.

## 3.14 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

## 3.15 Ongoing Support

There are a number of documents on the GA website that centres and candidates may find useful: www.gatehouseawards.org

The website is updated regularly with news, information about all GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and candidates are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so centres can be provided with the best level of support and guidance.

At the time of approval, centres are assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website www.gatehouseawards.org.

# Section 4 – The GA TEFL Syllabus

## 4.1 Unit 1: English language teaching and learning in context: the classroom and the learners

| Unit Title | Unit Number | Level | Credits | GLH |
|---|---|---|---|---|
| **English Language Teaching and Learning in Context: the Classroom and the Learners** | **F/617/4048** | **5** | **6** | **45** |

**Unit aims:** This unit aims to provide Candidates with the knowledge and understanding of the history of TEFL and give them the skills and knowledge to be able to: create a good teaching environment; establish good rapport with students; encourage learners to become more motivated; carry out testing and assessment to monitor learner progress; and to deal with common problems EFL teachers face in the classroom.

Candidates will also gain knowledge and understanding of different types of EFL learner, namely young learners (including teenagers) and adult learners, and the impact of the type of learner on classroom management and dynamics, on lesson planning and selection of activities and resources, and wider issues applicable to working with specific groups of learners.

The following unit content may be undertaken with a focus on either (a) young learners (including teenagers), or (b) adult learners, as appropriate to the trainee teacher's teaching environment or interest.

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| **Specified Evidence or Assessment Requirements** | A range of evidence types may be used for Learning Outcomes 1-8 (e.g. work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment). |

| Syllabus Content: | | Learning Outcome – The learner will: | | Indicative Content: |
|---|---|---|---|---|
| 1 | The development of TEFL methodology | 1a | understand popular EFL teaching methodologies and evaluate their strengths and weaknesses | *The timeline of the development of EFL methodology; grammar translation, direct method, audio-lingualism, the silent way, total physical response, community language learning, suggestopedia, the natural approach, principled eclecticism etc.* |
| 2 | Teaching English to different types of learners in context | 2a | understand the process of first and second language acquisition | *Current theories of language acquisition; who are 'young learners'? The differences between an adult class and a young learners' class; teaching skills required for teaching adult learners and teaching young learners; learning preferences of young learners / adult learners; issues of motivation; methods of motivating learners; Maslow's and Herzberg's theories of motivation; 'affective filters'.* |
| | | 2b | understand the different contexts in which learners may be learning English | |
| | | 2c | understand the characteristics and motivations of different types of learners | |
| 3 | The physical classroom environment | 3a | understand the practical elements of establishing a comfortable and secure classroom | *Awareness of classroom health and safety; heating, lighting etc., wall displays; equipment; layout e.g. horseshoe, small groups/islands, circle, in rows; advantages and disadvantages of* |

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| | | 3b | understand the effectiveness of common classroom layouts | *each; how to match layout to activity types; effective whiteboard or interactive whiteboard use.* |
| 4 | Building effective relationships with learners | 4a | understand how to communicate effectively in an EFL classroom | *How to foster good atmosphere conducive to learning; clear communication; 'attention signals' and gestures; the teacher's position in the classroom and classroom presence; grading own language; ways to encourage student participation and to involve new students; using positive reinforcement.* |
| | | 4b | understand how to establish rapport with learners | |
| 5 | Effective classroom management | 5a | understand how to set and apply classroom rules | *Ways to set rules and agree rules with students; using organisational rules; boundaries and expectations; how these differ depending on the context; appropriate learning and teaching styles; classroom management and dynamics; practical strategies to establish good classroom management e.g. rapport, class rules, rewards, discipline and the consequences of unruly behaviour; classroom presence, control and organisation, authority; lesson pace; rapport; keeping young learners on-task; classroom language; topic and project-based teaching and learning; how songs, music and games can be integrated into lessons; advantages and disadvantages of Content and Language* |
| | | 5b | outline effective classroom management techniques | |
| | | 5c | understand how to adapt classroom management techniques for different types of learners | |
| | | 5d | understand common classroom management problems and propose suitable solutions | |

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| | | | | *Integrated Learning (CLIL) for adults and young learners;*<br>*use of English only or L1 in the classroom; dealing with common problems, e.g. students arriving late for class, students cheating, failing to do homework, behavioural issues; arguments during discussion; student interaction and equal participation; dealing with overcrowded classrooms, insufficient time, resources and materials.* |
| 6 | Providing support to learners | 6a | understand learner motivations and propose strategies to increase learners' motivation to learn | *Extrinsic and intrinsic motivation; motivational techniques, e.g. listen to your students; involve the whole class equally; balance within lessons; use of a range of activities, individual, pair and group work; find out about students' interests; use of praise in the classroom; use of competitive activities; offering appropriate rewards; importance of giving clear instructions.*<br>*Error correction techniques e.g. echo correction, variable correction; facial expressions; student checklists, class correction, traffic light cards.*<br>*Giving verbal feedback and written feedback; focus on the positive and keeping feedback simple; asking for feedback; asking students to assess each other; group feedback.*<br>*What, when and how to test students; the principles of testing; developing of exam skills; types of external exams in EFL.* |
| | | 6b | understand how to use error correction techniques | |
| | | 6c | understand how to provide feedback to students | |
| | | 6d | understand how testing can support students to learn | |
| | | 6e | understand ways to prepare students for summative assessment | |

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| 7 | The use of resources, materials and aids for teaching learners in different contexts | 7a | understand how to select materials, resources and aids for different learners in different contexts | *Selecting suitable resources and materials for different types of learners, including learners with disabilities or learning difficulties; adapting teaching materials; examples of adapting materials and resources to meet the needs of different types of learners; adapting 'down' vs adapting 'up' levels; creating new resources; materials and resources for monitoring progress and assessing different types of learners.* |
| | | 7b | understand how to adapt and create new materials and resources appropriate for specified learners' needs | |
| 8 | Professional and personal responsibilities when working with learners | 8a | understand organisational requirements relevant to working with learners | *Organisational codes of practice and policies relevant to the safety and well-being of learners; creating boundaries; safeguarding young learners and adults; confidentiality; bullying, physical contact; equality and diversity; the use of cameras, video cameras, social media; when to ask for help; protecting the teacher; cultural differences – between learners and teacher and between learners and other learners (e.g. in multilingual classes).* |
| | | 8b | understand personal and professional responsibilities relevant to working with learners | |
| | | 8c | understand when liaison with other professionals is necessary when working with learners | |

## 4.2 Unit 2: Lesson Planning and Resources in English Language Teaching and Learning

| Unit Title | Unit Number | Level | Credits | GLH |
|---|---|---|---|---|
| Lesson Planning and Resources in English Language Teaching and Learning | J/617/4049 | 5 | 6 | 45 |

| | |
|---|---|
| **Unit aims:** This unit aims to provide Candidates with the knowledge, skills and understanding to produce lesson plans and structure an effective and engaging English language lesson. It also aims to provide Candidates with knowledge and understanding of different types of EFL course books and how these might be used in the classroom alongside other resources including authentic materials and online resources which can be used to create a dynamic and engaging lesson. | |
| **Specified Evidence or Assessment Requirements** | A range of evidence types may be used for all Learning Outcomes (e.g. work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment).<br><br>Note: Candidates are required to produce a minimum of 3 written/typed lesson plans, each with a rationale (700-1000 words) in order to achieve the overall qualification. The content and focus of these lesson plans are detailed in **unit 3** (Learning Outcome 4 and 11) and **unit 4** (Learning Outcome 5). |

| Syllabus Content: | | | Learning Outcome – The learner will: | Indicative Content: |
|---|---|---|---|---|
| 1 | The structure and content of EFL lessons | 1a | understand the importance of planning lessons | *Lesson plan templates; class profiles; lesson aims and outcomes; warmers and coolers; lesson stages and related teaching techniques, e.g. Presentation, Practice and Production (PPP), Test, Teach, Test; Task Based Learning; Text Based Learning; Guided Discovery; student-teacher interaction, group work, pair work, individual work; the advantages and challenges of different techniques; anticipating problems and planning solutions; ending the lesson.* |
| | | 1b | understand the structure and different stages within an EFL lesson | |
| | | 1c | understand how different teaching and learning techniques result in different types of lesson plans | |
| | | 1d | understand the different types of teacher-student and student-student interactions within EFL lessons | |
| 2 | Principles of effective planning for different learners | 2a | understand how different learners have different language-learning needs | *Different age groups; different levels of students; grouping levels; teaching mixed level classes; class size; learning styles; choosing activities; students' backgrounds; reasons for learning English; impact of students' first language (L1); mono-lingual vs multilingual groups; spiky profiles; mastery of study skills.* |
| | | 2b | understand how to relate learner's language needs to lesson planning | |

| | | | | |
|---|---|---|---|---|
| 3 | The use of course books in the EFL classroom | 3a | understand the key principles of course book selection | *Coursebook types, workbooks, student and teacher's books; practical considerations: layout and design, activities, skills, language type, subject and content, guidance; being critical in reviewing and adopting a course book; using supplementary materials.* |
| 4 | The use of authentic materials in the EFL classroom | 4a | understand types of realia and authentic materials suitable for teaching and learning | *Authentic materials and resources (newspapers, books, YouTube clips, songs, games, TV and film, podcasts, food packets, menus, magazines etc.); the suitability of these in context of the learners; use of games, worksheets; consideration of target language, age of learners, level, aims and objectives of the lesson etc.; using English in realistic / real-life situations, e.g. buying a train ticket.* |
| | | 4b | understand how to use materials to aid language learning | |
| 5 | The use of Computer Assisted Language Learning (CALL) in TEFL | 5a | demonstrate awareness of the suitability of a range of online EFL resources | *Use of websites to help learners develop the four skills; scanning and detailed reading, writing, speaking and listening; using news websites; setting online project work; using interactive whiteboards, Moodle, mobile technology and podcasts; the advantages and disadvantages of using CALL.* |
| | | 5b | understand the advantages and disadvantages of CALL | |

## 4.3 Unit 3: English Language: Vocabulary, Grammar and Pronunciation

| Unit Title | Unit Number | Level | Credits | GLH |
|---|---|---|---|---|
| **English Language: Vocabulary, Grammar and Pronunciation** | **A/617/4050** | **5** | **6** | **45** |

**Unit aims:** This unit aims to provide Candidates with the knowledge and understanding of the three different elements of vocabulary (meaning, form, and pronunciation) and the key areas of English grammar and pronunciation. It aims to provide Candidates with the knowledge and skills to present vocabulary, grammar and pronunciation to EFL learners, check learners' understanding and support learners to remember and use vocabulary, grammar and pronunciation accurately and independently.

| | |
|---|---|
| **Specified Evidence or Assessment Requirements** | A range of evidence types may be used for Learning Outcomes 1-3 and 5-10 (e.g. work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment).<br><br>Learning Outcomes 4 and 11 must be met by producing written/typed lesson plans alongside written rationales (recommended 700-1000 words per assignment).<br><br>A minimum of two lesson plans and rationales are required: one vocabulary-focussed and one grammar-focussed. |

| Syllabus Content: | | Learning Outcome – The learner will: | Indicative Content: |
|---|---|---|---|
| 1 | Lexical meaning, form and pronunciation | 1a | understand what 'meaning', 'form' and 'pronunciation' mean in relation to lexis | *Meaning of words, including concrete and abstract words, words with more than one meaning, generic terms (e.g. 'vehicle' rather than 'bus'/'car'), synonyms/homonyms. Spelling, word position and use in a sentence, prefixes and suffixes, compounding. Pronunciation of words, word stress, differences in pronunciation which matches the meaning/form, e.g. 'excuse'.* |
| 2 | The presentation of lexis | 2a | understand ways to present new lexical items in the EFL classroom | *Stages of a vocabulary lesson/activity; presenting vocabulary; presenting vocabulary to lower levels; use of realia, pictures and flashcards; using contrast; mime and gesture; enumeration; explaining by examples; presenting vocabulary to higher levels; discovery activities; working out meaning from context; working out unknown words; ignore and score; vocabulary pairs; vocabulary in context; cognates and false friends; dictionary skills; using word trees (root words) etc.* |

| 3 | Supporting learners to remember and use lexis independently | 3a | understand techniques to check students' understanding | CCQs - concept checking questions; individual and class response.<br>Use of vocabulary notebooks (personal dictionary), word spider / memory maps, word box, word banks.<br>Producing vocabulary independently through using realia, role-plays, debates, presentations; adapting activities for different levels. |
|---|---|---|---|---|
| | | 3b | understand techniques which help students remember language | |
| | | 3c | demonstrate awareness of different types of teaching and learning activities which give students opportunities to use language independently | |
| 4 | Producing effective lesson plans for vocabulary-based lessons | 4a | devise an effective lesson plan for a vocabulary-focussed lesson | Produce lesson plan(s); produce self-evaluation of lesson plan(s). The lesson plan should be focused on teaching and learning of vocabulary. Candidates may choose the topic and context of the lesson plan, as appropriate to the learner(s). |
| | | 4b | evaluate a lesson plan for a vocabulary-focussed lesson | |
| 5 | Pronunciation: word and sentence stress | 5a | understand word stress and word stress patterns | Single words: syllable stress and unstressed words; differences in stress in same word depending on meaning (e.g. record as verb vs record as noun); word families; word patterns |

| | | 5b | understand sentence stress and sentence stress patterns | (e.g. with –ion, -id, –ish); exceptions to the rules; 'weak forms'. Sentence stress: use of intonation; intonation patterns in questions, question tags, being polite, showing interest, being interesting. Using sentence stress to adapt meaning; stress for emphasis. |
|---|---|---|---|---|
| 6 | Phonology: sounds, connected speech and the use of the phonemic chart | 6a | understand how to categorise phonemes | Why the phonemic chart is useful; compare phonemes with spelling; consonant sounds; vowel sounds; the schwa - beginning/middle/end position; the place of articulation; voiced and unvoiced sounds. Use of slashes and apostrophes; minimal pairs; difficulties caused by minimal pairs in English; mother tongue interference. Connected speech: linking sounds or catenation; disappearing sounds or elision; changing sounds; extra sounds added or intrusion. |
| | | 6b | understand how to transcribe minimal pairs using the phonemic chart | |
| | | 6c | understand the features of connected speech | |
| 7 | Strategies and approaches to teaching pronunciation | 7a | demonstrate an awareness of strategies and techniques to teach pronunciation | Use of listening activities; speaking activities; phonemic chart; correction; ways to present new words to learners; show learners how to differentiate between sounds; integrating |

| | | | | |
|---|---|---|---|---|
| | | 7b | demonstrate an awareness of different types of teaching and learning activities which give students opportunities to use language independently | *pronunciation into lessons; use of flashcards, drilling; techniques to avoid L1 interference.* |
| 8 | Key grammar terminology, the form and function of grammatical structures and how sentences are structured | 8a | understand grammatical structures and their form and function | *The parts of speech (namely adjectives, adverbs, conjunctions, determiners, interjections, nouns, prepositions, pronouns, verbs; their functions, sub-categories. Verbs: auxiliary, phrasal, model; expressing probability, permission, habits; transitive and intransitive verbs; determiners (articles, numerals, quantifiers, possessives, demonstratives).* |
| | | 8b | understand how sentences are structured | *Question forms: Yes/No questions and answers; wh- questions and answers; embedded questions; intonation and question tags. Reported speech. Relative clauses; sentence types and structure: simple, compound, complex; word order; building phrases, collocation.* |
| 9 | The presentation of grammar | 9a | understand the grammar items and structures appropriate for different learners | *The levels of learners (beginner, elementary, intermediate, advanced); the age of the students; interests and reasons for learning English.* |

| | | 9b | demonstrate an awareness of how to present new grammar items and structures in the EFL classroom | Structure of a grammar lesson; warmers, presentation, practice, production (PPP method). Ways of presenting different grammar items: using texts, games etc to teach grammar. |
|---|---|---|---|---|
| 10 | Support learners to remember and use grammar structures accurately | 10a | state activities which give students opportunities to use structures independently | Activities designed for grammar teaching, e.g. diaries (past/future simple), class surveys (comparatives/superlatives) etc. Typical errors and their possible causes, e.g. make and let, used to and be used to, 'have something done'. Correction methods for both written and spoken errors. |
| | | 10b | understand how to analyse student errors and mistakes | |
| | | 10c | demonstrate an awareness of ways to correct different types of errors | |
| 11 | Producing effective lesson plans for grammar-based lessons | 10a | devise an effective lesson plan for a grammar-focussed lesson | Produce lesson plan(s); produce self-evaluation of lesson plan(s). The lesson plan should be focused on teaching and learning of grammar. Candidates may choose the grammatical structures and context of the lesson plan, as appropriate to the learner(s). |
| | | 10b | evaluate a lesson plan for a grammar-focussed lesson | |

## 4.4 The Four Skills: Speaking, Listening, Reading and Writing

| Unit Title | Unit Number | Level | Credits | GLH |
|---|---|---|---|---|
| The Four Skills: Speaking, Listening, Reading and Writing | F/617/4051 | 5 | 6 | 45 |

**Unit aims:** This unit aims to provide Candidates with the knowledge, skills and understanding to structure skills-based lessons and develop the Candidate's skills in practical approaches to teaching speaking, listening, reading and writing as well as the sub-skills contained within these areas. The Candidate will explore different types of activities and materials to use in dynamic and engaging skills-based lessons and understand how to give feedback to learners in a constructive way.

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|---|---|
| **Specified Evidence or Assessment Requirements** | A range of evidence types may be used for Learning Outcomes 1-4 (e.g. work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment).

Learning Outcome 5 must be met by producing a written/typed lesson plan alongside a written rationale (recommended 700-1000 words) in the context of a given teaching and learning scenario. |

| Syllabus Content: | | | Learning Outcome – The learner will: | Indicative Content: |
|---|---|---|---|---|
| 1 | Practical approaches to teaching Speaking skills | 1a | understand the importance of planning a speaking skills lesson | *Learners' attitudes / reluctance to speaking and setting a positive environment. Setting clear lesson aims and having clear stages to the lesson; sample lesson structure, e.g. PPP:*<br>*1. Introduction*<br>*2. Presentation*<br>*3. Practice*<br>*4. Checking understanding*<br>*5. Production*<br>*6. Review and Feedback.*<br>*The importance and relevance of the topic and the language form, function and meaning to focus on. Accuracy versus fluency and getting the balance right, including paralinguistic features (body language and facial expressions etc). The key features of spoken English. Approaches for teaching speaking*<br>*Skills: using discussion, debate, role play, following instructions, problem solving. Use of scaffolding, controlled speaking practice and free speaking practice. Integrating activities and skills. Giving positive feedback and correcting errors in spoken English practice.* |
| | | 1b | understand the differences between accuracy and fluency | |
| | | 1c | understand the difficulties learners may have when speaking in English | |
| | | 1d | understand differences between spoken and written English | |
| | | 1e | describe purposeful spoken communication activities to use in the EFL classroom | |
| | | 1f | understand how to give feedback and correct errors in learners' spoken English | |

| 2 | Practical approaches to teaching Listening skills | 2a | understand the importance of planning a listening skills lesson | *Structuring Listening lessons, e.g.* <br> *1. Warm-up* <br> *2. Lead-in (pre-listening activity)* <br> *3. Pre-teach essential vocabulary* <br> *4. General comprehension activity* <br> *5. Specific comprehension activity* <br> *6. Follow up* <br> *Types of listening skills and the key features of aural interactions: accent/dialect, slang, control and context (i.e. with or without visual cues), use of discourse markers etc. Approaches to teaching listening and types of activities from beginner to advanced (e.g. literal response, reorganisation, inference/prediction, evaluation, appreciation). Listening for gist or detail. Integrating activities and skills. Strategies to make listening activities easier or harder and using multi-level listening tasks. Choosing appropriate listening topics.* |
|   |   | 2b | understand the difficulties learners may have when listening to English | |
|   |   | 2c | describe purposeful listening activities to use in the EFL classroom | |
| 3 | Practical approaches to teaching Reading skills | 3a | understand the importance of planning a reading skills lesson | *Structuring Reading lessons, e.g.* <br> *1. Introduction* <br> *2. Warmer to introduce the text* |

| | | | | |
|---|---|---|---|---|
| | | 3b | understand the difficulties learners may have when reading English | *3. Presentation of relevant vocabulary and working out meaning from the text itself.*<br>*4. Practical activity exploring the text*<br>*5. Activity focusing on detailed understanding of the text*<br>*6. Review of text*<br>*Different ways of reading: intensive and extensive reading; previewing, reading for gist, reading for detail, deducing meaning from context. The features of different types of reading texts. Approaches to teaching reading: choosing the right texts and selecting the right activities; reading outside of the classroom. Integrating activities and skills; co-operative reading. Strategies to make reading texts easier or harder and using multi-level reading tasks. Choosing appropriate reading topics.* |
| | | 3c | describe purposeful reading activities to use in the EFL classroom | |
| 4 | Practical approaches to teaching Writing skills | 4a | understand the importance of planning a writing skills lesson | |
| | | 4b | understand the difficulties learners may have when writing in English | |
| | | 4c | describe purposeful activities to support spelling and punctuation skills development | |

| | | 4d | describe purposeful writing activities to use in the EFL classroom | *Structuring writing lessons, e.g.*<br>*1. Introduction*<br>*2. Present writing approaches*<br>*3. Short activity to introduce the task.*<br>*Purpose (why they will be writing)*<br>*Register (how formal it should be)*<br>*Content (what they want to say)*<br>*Structure (how they will say it)*<br>*4. Main writing activity*<br>*5. Review and cool down activity*<br>*Key features of written English.* |
|---|---|---|---|---|
| | | 4e | understand how to give feedback and correct errors in learners' written English | *Writing sub-skills: literacy, familiarity of Roman script; spelling and punctuation and how these affect meaning. The forms, types and uses of writing. The process of writing: planning, drafting, producing and proof-reading. Approaches to teaching writing at different levels: copying, controlled writing, guided writing, process writing, unguided writing. Activities to develop writing skills, e.g. using story-boards, books. Reviewing work, when to correct work and using error correction codes.* |
| 5 | Producing effective skills-based lesson plans | 6a | devise an effective lesson plan focussing on one or more of the four skills | |

| | | 6b | evaluate a lesson plan for a skills-based lesson | *Produce lesson plan(s); produce self-evaluation of lesson plan(s). The lesson plan should be focused on teaching and learning of one or more of the four skills (speaking, listening, reading or writing). Candidates may choose the topic and context of the lesson plan, as appropriate to the learner(s).* |
|---|---|---|---|---|

## 4.5 Teaching English One-to-One and Online

| Unit Title | Unit Number | Level | Credits | GLH |
|---|---|---|---|---|
| Teaching English One-to-One and Online | H/617/4110 | 5 | 8 | 60 |

**Unit aims:** This unit aims to provide Candidates with the knowledge and understanding of the working context of one-to-one and online teaching of English as a foreign language. Candidates will develop their skills in conducting language analyses of individual learners and use these skills to create a syllabus for a one-to-one programme of learning (either face-to-face or online). The unit will also provide Candidates with the skills and understanding of lesson planning and lesson content for one-to-one and online lesson delivery.

| **Specified Evidence or Assessment Requirements** | A range of evidence types may be used for Learning Outcomes 1, 2 and 4 (e.g. work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment).<br><br>Learning Outcome 3 must be met by producing a written/typed syllabus for a minimum of 5 hours of lessons for a one-to-one (face to face or online) learner, alongside a written rationale of the syllabus design and content (recommended 700-1000 words). |
|---|---|

| Syllabus Content: | | Learning Outcome – The learner will: | | Indicative Content: |
|---|---|---|---|---|
| 1 | The working context of one-to-one and online English language teaching and learning | 1a | understand the key differences between teaching group classes and teaching one-to-one | *Key features and similarities and differences; reasons for one-to-one or very small group tuition: confidence, focusing on particular skills/language, convenience, commitment, attention, personal preference etc. Issues of flexibility, motivation, pace of learning, achieving a personal goal, more detailed feedback etc. Challenges e.g. having less scope for variety, effort to motivate learners, how demanding on the teacher, pressure to tailor every aspect of the course. Using technology and teaching online: requires IT skills, knowledge of software (Skype, split screen, etc.) Overcoming challenges: consider the duration of lessons; teacher-talking time; back up activities; policy on technical failures. Working contexts of face to face teaching: language schools, corporate lessons, freelance tutoring, mainstream schools and international schools. Online teaching platforms, time zones, working for an online company, mobile technology, taking online payments etc. Learner's purpose, language needs, prior learning, age and level, specialisms. Initial and diagnostic testing and needs analysis.* |
| | | 1b | understand the advantages and disadvantages of one-to-one lessons and online lessons | |
| | | 1c | demonstrate awareness of the working context of one-to-one teaching | |
| | | 1d | demonstrate awareness of the working context of online teaching | |
| | | 1e | understand the characteristics and motivations of learners learning one-to-one and individually or in small groups face-to-face and online | |

| | | | | |
|---|---|---|---|---|
| 2 | Practical approaches to teaching one-to-one and online | 2a | outline professional boundaries for a one-to-one and online EFL teacher | *The teacher as a figure of authority, cultural expectations; levels of formality; maintaining a professional appearance; establishing an encouraging environment; asking for feedback. DBS checks; casual vs formal teaching; teaching at home vs a private office; own language, behaviour; socialising with learners', tactile vs non-tactile and 'closed door policy'; use of email and social media contact; excessive demands; aggression or intimidation. The virtual classroom: use of the camera, awareness of visual/audio delays and impact on the lesson; types of software e.g. Powerpoint, Glogster, Prezi for presentations. Connecting with other teachers and maintaining own professional development. Benefits of being observed and observing others. Setting class rules; behaviour management in the one-to-one/online working context.* |
| | | 2b | explain how to keep one-to-one and online lessons motivational | |
| | | 2c | propose solutions to common one-to-one and online teaching and learning problems | |
| 3 | Creating a syllabus for an individual learner | 3a | describe the different types of a syllabus and the purpose of each | *What a syllabus contains, its structure and purpose; the different types of syllabus e.g. skills or topic-based, grammatical or lexical syllabus, functional syllabus, multi-purpose syllabus. Using the outcome of placement tests, diagnostic assessment and learner needs analysis to identify syllabus type and content as relevant to the learner; setting course aims; negotiating* |
| | | 3b | understand the benefits of having a syllabus | |

| | | | | |
|---|---|---|---|---|
| | | 3c | understand how to conduct a language needs analysis for an individual learner | *syllabus content; reviewing syllabus content; further needs analysis; extending a syllabus. Resources and materials, working with course books, using multimedia, creating your own resources. Online activities for core skills development: speaking, listening, reading, writing, pronunciation, vocabulary and grammar. Use of self-study and homework. Producing a syllabus and providing a rationale for why it would be effective for a given learner.* |
| | | 3d | create a syllabus for a one-to-one learner (either face-to-face or online) | |
| | | 3e | produce a rationale for the one-to-one syllabus, clearly linked to the learner's needs analysis and language development needs | |
| 4 | Lesson planning, materials and resources in teaching one-to-one and online lessons | 4a | understand the importance of planning a one-to-one face-to-face or online lesson | |
| | | 4b | demonstrate awareness of how to match teaching and learning activities to an individual learner's needs | |

| | | 4c | demonstrate awareness of how to select, adapt and create teaching and learning materials for an individual learner | *The focus and structure of lessons; approaching the first lesson with a new learner; activity types; error correction and feedback; awareness of teacher talking time in one-to-one/online lessons; using authentic materials; asking learners to bring materials; preparing for contingencies; personalising lesson content; ensuring materials are suitably challenging; suitability of materials – age, level, cultural taboos; being able to grade content. Planning timing – time of day, plus time for each activity. Using blended learning; the 'Flipped Classroom'. Setting homework. Recording attendance and punctuality. Measuring and recording progress.* |

## 4.6 Teaching Business English

| Unit Title | Unit Number | Level | Credits | GLH |
|---|---|---|---|---|
| **Teaching Business English** | **M/617/4112** | **5** | **8** | **60** |

**Unit aims:** This unit aims to provide Candidates with the knowledge and understanding of the working context of teaching Business English and associated business English concepts and terminology. Candidates will develop their skills in practical approaches to conducting needs and language analyses of business English learners. The unit will also provide Candidates with the skills and understanding of lesson planning and lesson content for teaching grammar and vocabulary, and the fours skills of speaking, listening, reading and writing within the business English teaching context.

| **Specified Evidence or Assessment Requirements** | A range of evidence types may be used for Learning Outcomes 1 - 4 (e.g. work products, professional discussion, assignments or projects, witness testimony, observation or other suitable method of assessment).<br><br>Learning Outcome 5 must be met by producing a written/typed lesson plan alongside a written rationale (recommended 700-1000 words) in the context of a business English scenario. |
|---|---|

| | Syllabus Content: | | Learning Outcome – The learner will: | Indicative Content: |
|---|---|---|---|---|
| 1 | Business English language teaching and learning in context | 1a | understand the key differences between business English and general English | *Business English as a variant of international English; how EIL influences business English teaching and learning; English for Specific Purposes: range and types. The history of business English teaching; changes in technology and environment, e.g. emerging markets, expansion of financial sector etc, and the impact of these on business English teaching. The context: adult learners, levels, pre-employed vs in-service courses. Monolingual and multi-lingual business English classes. Factors affecting business English learners, including motivation, time pressures, desire to succeed, accountability. Demanding learners; difficult materials, external pressures and unrealistic expectations. Specific business English language used for different types of meetings, negotiations and for networking. Chunks of language typically used in these situations; cultural awareness in these situations and impact on language, e.g. skills of interrupting.* |
| | | 1b | demonstrate awareness of the working context of business English teaching | |
| | | 1c | understand the characteristics and motivations of business English learners | |
| | | 1d | demonstrate awareness of a range of business English concepts and terminology used in modern business English teaching | |
| | | 1e | understand how to keep business English learners motivated and engaged | |

| 2 | Lesson planning, materials and resources in business English teaching | 2a | understand the importance of planning business English lessons | The focus and structure of lessons; approaching the first lesson: placement tests, diagnostic assessment related to business English, business English needs analysis; the Dogme Approach; icebreakers and activities for the first business English lesson; error correction and feedback; awareness of teacher talking time in one-to-one/online lessons; using authentic materials; using materials from a workplace; asking learners to bring materials; preparing for contingencies; personalising lesson content; ensuring materials are suitably challenging; suitability of materials – age, level, cultural taboos; being able to grade content. Planning timing – time of day, plus time for each activity. Using blended learning; the 'Flipped Classroom'. Setting homework. Recording attendance and punctuality. Measuring and recording progress. |
| | | 2b | demonstrate awareness of how to match teaching and learning activities to business English learners' needs | |
| | | 2c | demonstrate awareness of how to select, adapt and create materials for business English learners | |
| 3 | Teaching and learning of the four skills (Speaking, Listening, Reading and Writing) in business English contexts | 3a | understand the importance of the four skills for business English learners | Examples of the four skills within a business environment and why they are valued, e.g. speaking and listening: giving presentations, speaking on the phone and in meetings; listening to a variety of accents. Reading and writing: reading policies, emails, contracts, charts and graphs; writing staff appraisals, emails, letters, proposals, reports, mission statements, |
| | | 3b | describe the speaking, listening, reading and writing skills business English learners need to develop | |

| | | | | |
|---|---|---|---|---|
| | | 3c | demonstrate awareness of how to select and adapt materials for business English skills-based lessons | *summarizing terms and conditions, preparing presentations and presentation notes, producing marketing materials. Activities for skills-based business English lessons.* |
| 4 | Teaching and learning of grammar and vocabulary in business English contexts | 4a | understand the importance of the grammar and vocabulary for business English learners | *The importance of correct grammar and vocabulary in business English use; common misunderstandings and problems in the business English context which affect communication. Grammar and vocabulary teaching methodologies (grammar translation, direct, audio-lingual methods etc.) and their effectiveness in a business English environment. Grammar and vocabulary in common business English situations, e.g. networking, negotiating, in meetings. Ways learners can record vocabulary. Grammar and vocabulary in spoken and written scenarios; common mistakes. Grammar and vocabulary in telephone language; teaching 'language chunks' and examples of these. Teaching specialist vocabulary, e.g. for banking, import/export trades, insurance, law, etc. Differences between American and British English. Activities for grammar and vocabulary-based business English lessons and activities which integrate grammar and vocabulary.* |
| | | 4b | describe the grammar and vocabulary business English learners need to develop | |
| | | 4c | demonstrate awareness of suitable activities, resources and materials for teaching grammar and vocabulary in business English lessons | |

| 5 | Producing effective business English lesson plans | 5a | devise an effective lesson plan for a business English lesson | Produce lesson plan(s); produce self-evaluation of lesson plan(s). The lesson plan should be focused on business English. Candidates may choose the content and context of the lesson plan, as appropriate to business English learner(s). |
|---|---|---|---|---|
| | | 5b | evaluate a lesson plan for a business English lesson | |

## Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

### 3.1 Introduction to Internal Moderation

Internal Moderation is a centre's internal system that ensures learner evidence is complete and genuinely meets all the required criteria by which the learner is judged to have met in order to be awarded a qualification. The process involves regularly sampling and evaluating the centre's assessment practices and decisions, and it is the Internal Moderator's responsibility to act on their findings to ensure consistency and fairness.

Ensuring quality standards are maintained and are consistent within and across a centre's provision is the responsibility of the head of centre, who must ensure that suitable staff are in place to act as Internal Moderator(s) and provide full support and standards scrutiny of the centre's Assessment decisions.

### 3.2 Internal Moderation Processes

Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.

These processes are conducted by one Internal Moderator or, if there is more than one, a team of Internal Moderators who are under the direction of a Lead Internal Moderator.

Information about the experience and qualification requirements for Internal Moderators is provided in the *Qualification Specification.*

### 3.3. Co-ordination of the Assessment Process

Prior to delivery commencing, it is the Internal Moderator who will confirm that assessment tasks are appropriate. This may involve checking that proposed assessment activities, plans for practical assessments, or the briefs of any assignments or reports are fit for purpose. It may also include checking that internal tests or examination materials are fit for purpose.

In order to ensure that the planned assessment activities and materials are fit for purpose, the Internal Moderator will consider and judge whether the activities and materials provide inclusive opportunities for all learners to meet the assessment objectives and generate evidence which is current, reliable, authentic, valid, able to be evaluated and sufficient to meet the requirements of the qualification.

During delivery of assessment, Internal Moderators will work with the Assessment team, ensuring that assessment practices are being carried out correctly. This may involve observing assessment taking place.

## 3.4 Standardisation of Assessment

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Internal Moderators are expected to ensure high levels of consistency across Assessors and centre delivery sites through sharing good practice and providing feedback and support, doing so accurately and in good time. The internal Moderator may highlight areas for further CPD or additional training as necessary.

## 3.5. Sampling Process

When planning and carrying out internal moderation activities, it is important that the Internal Moderator works to a sound sampling strategy to ensure that standardisation of assessment decisions can take place.

A centre's sampling strategy involves reviewing the quality of Assessor's judgements, which will include reviewing learner work.

The learner work may be sampled before the learner has completed the full qualification, for example by sampling one or two assignments, topic areas or units, as the learner completes them.

The Internal Moderator should check that planning and reviewing has taken place and feedback is given to learners by the Assessor. The Internal Moderator will also check and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Moderator will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs, which in turn can inform the programme of CPD for the assessment team as a whole.

The Internal Moderator must plan their sampling activities as outlined below.

## 3.6 Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by Assessors as 'CRAVES'

- **Current**: the work is relevant at the time of the assessment
- **Reliable**: the work is consistent with that produced by other learners
- **Authentic**: the work is the learner's own work
- **Valid**: the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated**: Where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient**: the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

## 3.7 Planning Sampling Activities

The Internal Moderator should consider the following when considering the volume of work that they should sample:

- the learners' ethnic origin, age and gender to ensure a representative range of learners are sampled
- the Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be necessary to look at everything in a learner's portfolio. If Assessors have less than 12 months' experience, are new to the centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Moderator will need to sample substantially more of their decisions for the first 6 - 12 months
- the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc and ensure a good, representative range of assessment evidence is sampled
- previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
- whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been amendments to the qualification specification, or instances where industry practice or legislation has changed
- the range of locations where assessments have taken place
- the sampling process must not be determined by any rule of thumb such as '10%.'

## 3.8 Producing a Sampling Plan

The Internal Moderator must develop a sampling plan at the beginning of the learner's (or cohort's) programme and record, on the plan, which topic areas/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other Internal Moderators and the assessment team, and sampling carried out according to the plan.

Where variations are made, these should be recorded on the plan.

## 3.9 Completing a Sample Record

The Internal Moderator should record the quality assurance sampling activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Moderator's decision and relevant feedback to the Assessor.

Where the Internal Moderator agrees with the assessment decisions, certification claims can go ahead.

Where the Internal Moderator does not agree with the assessment decisions, full feedback must be given to the Assessor, with action points agreed which relate to the Assessor's areas for improvement and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

Sampling must take place before any certification claims are made by the centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the GA-appointed External Moderator (also referred to as the EQA) upon request.

| Document Specification: | | | | | |
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| Purpose: | To detail the specifications of the:<br>GA Level 5 Certificate in Teaching English as a Foreign Language (TEFL) (i-to-i)<br>GA Level 5 Diploma in Teaching English as a Foreign Language (TEFL) (i-to-i)<br>qualifications. | | | | |
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