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# **telc Level 3 Certificate in Teaching English as a Foreign Language (TEFL) (Gallery Teachers)**

## Qualification Specification

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# 1 - Introduction

## About telc gmbH

telc gmbH (The European Language Certificates) has been operating since 1968 and has transitioned from solely offering language tests to a multifaceted education provider. Today telc's range includes language tests, examinations, teaching and study materials, and teacher training in 10 languages.

telc is a subsidiary of the German Adult Education Association (DVV), a member of the Association of Language Testers in Europe (ALTE) and the quality network EAQUALS. telc's language tests are based on international standards and are accepted by universities, companies and governmental institutions. telc examinations are recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England.

This Qualification Specification document contains a detailed overview of the qualification, and includes information such as the course outline, assessment methods and learning goals.

Full details of telc's examinations and policies can be found on our website <https://www.telc.net/en>.

## The Qualification:

### telc Level 3 Certificate in Teaching English as a Foreign Language (TEFL) (Gallery Teachers)

This qualification is awarded by telc gmbH. The qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and is part of the Regulated Qualifications Framework (RQF). This qualification and all of its variances are listed on the Register of Regulated Qualifications operated by Ofqual at <https://register.ofqual.gov.uk/>.

The Level 3 TEFL Certificate is an initial teacher training (ITT) qualification aimed at native and non-native English speakers wishing to work in the field of English language teaching. The goal is to provide the skills and knowledge required to begin a career as a teacher of English to speakers of other languages.

The qualification is offered exclusively following the completion of the course Level 3 TEFL course, which is developed, operated and owned by Roxinford Education Group Ltd, under its trading name Gallery Teachers.

## About Gallery Teachers

Gallery Teachers has an established EFL network in the UK, Europe and beyond, currently serving over 17,000 members. Gallery Teachers support teachers around the world in professional development and have been delivering EFL and TEFL courses, workshops, conferences and webinars for the past 25 years.

The Roxinford Education Group Ltd, which Gallery Teachers is part of, also owns and operates accredited English language schools in the United Kingdom.

## 2 - Qualification Summary

<b>Qualification ID</b>	
Qualification Title	TELC Level 3 Certificate in Teaching English as a Foreign Language (TEFL) (Gallery Teachers)
Qualification Number	603/7120/1
Qualification Status	Available to learners
Owner Organisation	telc
<b>Level</b>	
Qualification Level	Level 3
Qualification Sub Level	None
European Qualification Framework Level	Level 4
<b>Size</b>	
Total Credits	16
Guided Learning Hours	8
Total Qualification Time	168
<b>Sector Subject Area</b>	
Sector Subject Area	Teaching and Lecturing
Public Services	
<b>Qualification Type</b>	
Qualification Type	Vocationally-Related Qualification
Occupational Qualification	
<b>Assessment</b>	
Grading Type	Pass/Fail
Assessment Methods	Coursework (e-assessment) plus Portfolio of Evidence (Multiple Choice Examination, Practical Demonstration and Assignment)
Optional Routes	

Specialisms	
<b>Key dates</b>	
Regulation Start Date	01/01/2021
Operational Start Date	1/1/2021
Operational End Date	-
Certification End Date	-
<b>Offered in</b>	
Offered in England	Yes
Offered in Northern Ireland	No
Currently offering and/or will consider offering internationally	Yes

## 3 - Qualification Overview

### Qualification Purpose

The telc Level 3 Certificate in Teaching English as a Foreign Language (TEFL) (Gallery Teachers) is a standalone qualification aimed at learners with little or no experience of teaching. The qualification provides learners with the knowledge they need to begin a career as a teacher of English as a foreign language. Learners develop skills in English language usage, teaching and assessment, including topics such as language skills and systems, lesson planning, material use and classroom management. In addition, they gain a qualification from an internationally recognised organisation.

The qualification provides employers with the reassurance that qualification holders can be hired to carry out a specific teaching role within the teaching environment.

### Learning Outcomes of the Qualification

The descriptors for the Regulated Qualifications Framework (RQF) for General and Vocational Qualifications, regulated by [Ofqual](#), at Level 3 state:

Holder has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine. Holder can interpret and evaluate relevant information and ideas. Holder is aware of the nature of the area of study or work. Holder is aware of different perspectives or approaches within the area of study or work.

AND/OR

Holder can identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine. Holder can use appropriate investigation to inform actions. Holder can review how effective methods and actions have been.

Accordingly, the overall learning outcomes of this qualification are as follows:

- Understand the principles of teaching English and how to be an effective teacher
- Understand the nature of language skills (reading, listening etc) and how to develop them
- Understand and apply standard teaching procedures appropriately
- Understand how factors relating to the individual impact on learning and student needs
- Select and design teaching materials and lesson plans appropriate to specific teaching situations
- Demonstrate their ability to plan classroom lessons
- Demonstrate their ability to work independently

## Qualification Details and Important Dates

Qualification Title: telc Level 3 Certificate in Teaching English as a Foreign Language (TEFL)  
(Gallery Teachers)

Qualification Number: 603/7120/1

Operational Start Date: 01/01/2021

Operational Review Date: 31/12/2025

## Qualification Structure and Overview

The qualification consists of 11 core modules that cover the key areas of teaching English as well as an optional pre-course Language Awareness & Grammar Module and final assessment. The learner is required to complete all core modules as well as the final assessment.

	Module Title	GHL	Total Study Time	Level	Credit Value	Module Reference
1	Principles of Teaching English as a Foreign Language	1	11	3	1	8801
2	Teaching Reading Skills	1	11	3	1	8802
3	Teaching Listening Skills	0	10	3	1	8803
4	Teaching Speaking Skills	1	11	3	1	8804
5	Teaching Writing Skills	0	10	3	1	8805
6	Teaching Grammar	1	21	3	2	8806
7	Teaching Lexis	1	21	3	2	8807
8	Teaching Functional Language	1	11	3	1	8808
9	Teaching Pronunciation	0	20	3	2	8809
10	Lesson Planning	2	22	3	2	8810
11	Classroom Management	0	20	3	2	8811
12	Language Awareness & Grammar (Pre-course Optional)	0	(20)	3	0	8800
		8	168		16	

A detailed breakdown of these modules can be found in the Module Specifications section of this document.

## Guided Learning Hours and Total Qualification Time

Guided learning hours are defined as all the time a lecturer, supervisor or tutor is present and available to provide supervision and guidance towards the learning aim being studied. This includes time when

guidance and support is provided remotely by means of electronic communication. The number of Guided Learning Hours for this qualification is 8 hours.

The primary method of delivery for this qualification is via the e-learning platform developed by Gallery Teachers, which consist of computerised, guided discovery utilising multimedia delivery, interactive tasks and e-assessment. The GLHs specified in this qualification are a minimal number of supervised learning hours, which are normally delivered by tutors and trainers remotely using video conferencing and webinars.

Directed Study Time refers to the number of hours a learner spends in preparation, study or other form of educational acts, including assessment, which are directed but not under the immediate guidance or supervision of a tutor. For this qualification, learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is estimated to be approximately 160 hours over the course of the programme.

Total Qualification Time is the estimated total length of time it is expected that a learner will take to cover the course materials and demonstrate that they have achieved all the learning outcomes for this qualification. For this qualification the Total Qualification Time, consisting of Guided Learning Hours and Direct Study time, is 168 hours.

These time estimates have been made using data gathered from the (BETA) users of the online TEFL course and information gathered from experienced TEFL practitioners.

## Credit Values

The credit value for this course is 16.

## Intended Audience, Age and Entry Requirements

The qualification is suitable for learners of 18 years of age and above, who are working as or intending to work as teachers of English as a Foreign Language.

There are no formal entry requirements for this qualification. It is suitable for both native and non-native speakers of English. However, as learners are expected to be proficient in both spoken and written English, an English level of at least B2 is recommended.

## Rules of Combination

For this qualification, all core modules are mandatory. The optional module does not count towards the qualification. There are no further Rules of Combination.

## Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a process which allows education providers to value knowledge, skills and experience of learners regardless of where they have been acquired. These competencies may have been formally achieved through an educational institution or obtained informally through the workplace, hobbies or interests. Recognising prior learning helps examining bodies and employers to adequately place learners in the learning environment that suits their level with regards to their prior experiences and achievements.



It is recommended that before commencing a programme of study, learners receive adequate information and advice to help them to gauge the suitability of the qualification and ensure the course meets their specific needs.

This is an entry level qualification. No transfer of credits is permitted for this qualification.

## Progression Opportunities

This qualification is suitable for those who are looking for an introduction to the field of Teaching English as Foreign Language. Successful learners wishing to progress to other qualifications, can undertake the following:

- telc Level 5 Certificate in Teaching English as a Foreign Language (TEFL) (Gallery Teachers).

## Language of Assessment

The qualification is offered in English.

## Assessment and Grading

The qualification is assessed using a variety of assessment methods, which form a portfolio of evidence, demonstrating that the learner has achieved all of the learning outcomes and the assessment criteria associated with each module.

The portfolio would include: online assessment, a learner-produced lesson plan, an essay assignment and an oral examination. The portfolios submitted by learners are assessed by telc Assessors following established marking criteria. Checks are carried out by Internal Quality Assurers.

Assessment methods must be valid, fair, reliable and safe, allowing the learners to produce authentic and sufficient evidence.

All learning outcomes must be met to achieve a Pass. Final assessment of the course is awarded a pass or fail - there is no grading.

Marks are awarded across 4 components:

- In-course formative assessment (25%)
- Post-course E-assessment (30%)
- Written work (30%)
- Oral examination (15%)

All components are evaluated separately. In order for learners to pass this examination they must achieve at least 60 points in each of the four components. Guidelines for all aspects of the examination are publicly available online.

## Reasonable Adjustment and Special Considerations

It is telc's policy to ensure that Reasonable Adjustments and Special Considerations are available for all assessments. All requests for access arrangements will be discussed, assessed and approved on an individual basis. Because there are multiple types of conditions and disabilities, standardised guidance regarding arrangements is only possible in a small number of cases. Approval is therefore given according to the personal and medically documented impairments of individual participants. Refer to the document *Guidelines for Access Arrangements* for information.

## Qualification Availability

This qualification is available exclusively via GTEFL, the e-learning website developed by Gallery Teachers, an Approved Centre of telc gGmbH and a partner for design and development of the TEFL qualification.

## 4 - Qualification Delivery, Assessment and Certification

Gallery Teachers is responsible to deliver courses leading to this regulated qualification through its e-learning system. As such, this qualification is mainly self-paced and can be completed in one year; however, with full time study it should take between one to two months. On completion of the course, learners will be assessed by telc in accordance to the assessment and examination procedures outlined in this document .

All learners should be provided with the appropriate pre-course information, which includes clear explanations about the qualification, the fee, the assessment format and any entry requirements.

## Teaching and Learning Requirements

The qualification is delivered online. This means learners can access learning materials when, where and as often as they choose to. This flexibility has the advantage of making the qualification highly accessible. The recommended time to complete the qualification is 12 to 16 weeks, however learners will be allowed up to a maximum of a year to complete the qualification.

Tutors are available online to guide learners as they progress through the course material, assessments and assignments. Technical support staff are also on hand to assist with any issues related to the site.

The tutors who are involved in delivering this qualification are required to hold a relevant teaching qualification. Suitable qualifications may include CELTA, DELTA or Cert/Dip TESOL.

They should have a C1 or higher in English, if not native speakers.

They will be required to complete a tutor training module and demonstrate that they are competent within the subject area. They are continually supported by training sessions and regular workshops.

Assessors are responsible for the evaluation of learners' portfolios. They will also be required to hold a relevant qualification, and must complete a training module to demonstrate their competence and must be able to show that they are occupationally competent in this area.

Internal Quality Assurers should hold a relevant IQA qualification.

## Registering Candidates and Unique Learner Numbers

Learners can register via the Gallery Teachers web portal. Access to the course material is provided for the duration of 52 weeks (in line with the established Total Qualification Time). Should a learner not have completed the qualification within the timescale, a new registration is required.

Each candidate is provided with a unique learner number on registration.

## ID Requirements

Gallery Teachers is responsible for IDing the learner to ensure that the person taking the course is indeed the person they are purporting to be.

Learners must complete the portfolio assessment without the aid of others or any unfair means. Learners who cheat or attempt to cheat, who allow someone to complete the assessment on their behalf, or provide false identification will not be awarded a qualification.

Measures are in place to ensure that those learners completing assessments are who they purport to be. In addition, candidates are required to declare in writing that all submitted work is their own.

## Record Keeping

Records of learner details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details shall be kept by Gallery Teachers for a minimum of 2 years and in accordance with the UK GDPR and other regulations that may apply.

Records of assessment, certification and relevant personal details shall be kept by telc for a minimum of 20 years in accordance with the UK GDPR and other regulations that may apply.

All of the above records maintained by Gallery Teachers and telc must be made accessible to the other party or the Regulator upon request.

The legal framework for data processing is the UK & EU General Data Protection Regulation. All personal data are protected to prevent abuse of personality rights and will be deleted after a three-year archiving period.

The personal data of the learner are required at the time of application. At the time of the assessment the learner will be required to verify his/her identity.

## Staff

All staff members involved with the qualification (training, assessing or internal quality assurance) should be occupationally competent in the subject area being delivered. Depending on the role, this may require a higher level qualification in the same subject area as the qualification, experience in delivery or assessment of the qualification, work experience in the subject area.

## Assessment of Learners

The Portfolio of Evidence is used to assess the learner. A range of assessment methods are used within this portfolio, the combination of which provides evidence of learning goals having been reached.

Assessment must produce outcomes that are :

- Valid: the evidence provided meets all assessment criteria and learning outcomes, appropriate to the subject being assessed
- Sufficient: the work covers the stated learning outcomes and allows for a reliable judgement of the learner's achievement.
- Current: the work is relevant at the time of the assessment
- Reliable: the work is consistent with that produced by other learners
- Authentic: all the work is the learner's own
- Fair: the assessment methods are fair to the learner irrespective of characteristics (such as age, gender, etc)

Should it happen that the learner has not been assessed as competent, the deficiencies must be clearly and accurately identified, and sufficient feedback must be provided to the learner to allow for improvements in knowledge or competency, eventually leading to the award.

## Internal Verification of Assessment

The purpose of internal verification is to ensure that the same standards are applied and assessment is consistent. To this end, there are mechanisms in place that regularly check specific cases by involving a second assessor. In addition, spot checks are carried out prior to results being transmitted to learners.

## Teaching and Learning Resources

Teaching and learning resources for this qualification have been developed and maintained by Gallery Teachers which include:

- Text based material
- Video and audio recordings
- Interactive tasks and assessments
- Other live content delivery and materials

Gallery Teachers is responsible to ensure all course materials used to support the delivery of the qualification is relevant and up-to-date.

telc is responsible to ensure assessments leading up to reward of the qualification is relevant and fit-for-purpose.

## Reference Material

### **Principles of Teaching English as a Foreign Language**

1. Swan, M & Smith, B (2001) Learner English 2nd Edition; CUP
2. Hadfield, J (1992) Classroom Dynamics; OUP

3. Lindstromberg, S(1997) The Standby Book. Activities for the Language Classroom. Cambridge Handbooks for Language Teachers: CUP

### **Teaching Reading Skills**

4. Grellet, F (1981) Developing Reading Skills; CUP
5. Nuttall, C (1996) Teaching Reading Skills in a Foreign Language; Heinemann

### **Teaching Listening Skills**

6. Willson, J. J. (2008) How to Teach Listening; Pearson Longman
7. Ur, P (1984) Teaching Listening Comprehension; CUP

### **Teaching Speaking Skills**

8. Kippel, F (1985) Keep Talking: Communicative Fluency Activities for Language Teaching; CUP
9. Ur, P (1981) Discussions that Work: Task-Centred Fluency Practice; CUP
10. Thornbury, S (2005) How to Teach Speaking; Pearson Education

### **Teaching Writing Skills**

11. Harmer, J (2004) How to Teach Writing; Longman
12. Tribble, C (1997) Writing; OUP

### **Teaching Grammar**

13. Scrivener, J (2010) Teaching English Grammar. What to Teach and How to Teach It; Macmillan Education
14. Thornbury, S (1999) How to Teach Grammar; Pearson Education
15. Leech, Cruickshank & Ivanic (2001) An A-Z of English Grammar & Usage; Pearson Education
16. Aitken, R (2002) Teaching Tenses 1st Edition, ELB Publishing
17. Ur, P (1988) Grammar Practice Activities. A Practical Guide for Teachers; CUP
18. Gerngross, G & Puchta, H (1998) Creative Grammar Practice. Pilgrims Longman Resource Book; Longman

### **Teaching Lexis**

19. Thornbury, S (2002) How to Teach Vocabulary; Logman
20. Ur, P & Wright, A (1992) Five-Minute Activities. A Resource Book of Short Activities; CUP
21. Gairns, R & Redman, S (1986) Working with Words. A Guide to Teaching and Learning Vocabulary; CUP

### **Teaching Functional Language**

22. Lock, G (1996) Functional English Grammar. An Introduction for Second Language Teachers; CUP
23. Seymour, D & Popova, M (2005) 700 Classroom Activities. Macmillan Books for Teachers; Macmillan

### **Teaching Pronunciation**

24. Underhill, A (1994) Sound Foundations: Living Phonology The Teacher Development Series; Heinmann
25. Kenworthy, J (1987) Teaching English Pronunciation; Longman

26. Marks, J & Bowen, T (2012) *The Book of Pronunciation. Proposals for a Practical Pedagogy*; Delta Publishing
27. Hancock, M (1995) *Pronunciation Games*; CUP (this book has practical ideas for activities to use with students of all levels)
28. Bowler, B *New Headway Pronunciation Course*; OUP (This series from Elementary to Upper-Intermediate includes a variety of activities to use in the classroom)

### **Classroom Management**

29. Scrivener, J (2012) *Classroom Management Techniques*; CUP

## Certification

Successful learners are provided with certificates in both hard copy and e-certificate formats.

E-certificate is issued by telc to the learners upon completion of the qualification assessment.

The hard copy certificate can be collected from the Gallery Teachers London office within 12 working days of results being released. The certificate can also be posted to the learner upon request (Standard shipping fees apply).

Replacement certificates are available on request.

## Enquiries and Appeals

Learners may submit an appeal request if they believe that something besides their own capabilities influenced the result of the assessment (for example maladministration, special considerations or personal circumstances). There is no charge for this service.

Requests for appeals must be made within six weeks of receipt of the qualification results. The request must be made in writing.

The learner's portfolio can be reassessed. Changes are made to the grade (pass / fail) originally awarded, if necessary. Both computer-marked and human-marked items can be reassessed.

If there is a reassessment of a learner's performance, the result of the reassessment is final. The candidate will be issued a new certificate.

## Ongoing Support

telc is committed to supporting learners before, during and after the learner has completed its qualification. Telc will provide up-to-date information about its qualifications and other important notices on its website at [www.telc.net](http://www.telc.net)

Gallery Teachers will continue to support learners through its website at [www.galleryteachers.com](http://www.galleryteachers.com).

Contact details for telc:

telc gGmbH, Bleichstrasse 1, 60313 Frankfurt am Main

Contact details for Gallery Teachers:

Gallery Teachers, 103 - 105 Greenford Road, HA1 3QF, London, United Kingdom

Tel: +44 (0) 203 880 8999

## 5 - Module Specification

<b>Module Title: Principles of Teaching English as a Foreign Language</b>  <b>Module Aims:</b> This module introduces the basic principles of teaching English in the communicative classroom. It provides knowledge and understanding of the main characteristics of the Communicative Approach, and the different roles of the teacher in the communicative classroom. The module requires a demonstration of competence in integrating skills and balancing language skills and language systems within a lesson as well as designing an effective lead-in.	<b>Module Level</b>	3
	<b>Credit Value</b>	1
	<b>GLH</b>	1
	<b>Module Reference</b>	8801
	<b>Total Study Time</b>	11 hours
<b>Learning Outcomes - the learner will:</b>	<b>Assessment Criteria - the learner can:</b>	
1. Understand the characteristics of the communicative classroom and the Communicative Approach.	1.1 Identify the principles of the communicative classroom. 1.2 Identify the key elements of the Communicative Approach.	
2. Understand the characteristics of student-centred and teacher-centred approaches.	2.1 Explain the difference between student-centred and teacher-centred approaches. 2.2 Define the characteristics of student-centred and teacher-centred classrooms.	
3. Be able to create an effective learning environment in the classroom.	3.1 Explain conditions for effective learning. 3.2 Identify traits of an effective teacher. 3.3 Formulate the different teacher roles. 3.4 Identify student needs. 3.5 Formulate effective needs analysis and student profiles. 3.6 Explain the role of elicitation and collaboration in the classroom. 3.7 Identify how to contextualise material.	
4. Be able to create a balanced lesson and design an effective lead-in.	4.1 Demonstrate how to balance skills and systems for teaching purposes. 4.2 Formulate effective lead-ins. 4.3 Identify effective and ineffective teaching practices.	
<b>Specified Evidence and/or Assessment Requirements:</b> Multiple-Choice Question Tests, Question and Answer with Tutor, Short Answer Question Tests		
<b>Module Title: Teaching Reading Skills</b>	<b>Module Level</b>	3



<b>Module aims &amp; Learning Objectives</b>  This module considers the teaching of the receptive skill of reading in the EFL classroom. The module covers the competence required to design and stage a reading lesson. It contains materials on how to identify appropriate aims and reading tasks, and how to design effective comprehension questions. This module also provides the knowledge and understanding of common difficulties that both students and teachers face when delivering a reading lesson as well as ways of addressing those problems in the classroom.	<b>Credit Value</b>	1
	<b>GLH</b>	1
	<b>Module Reference</b>	8802
	<b>Total Study Time</b>	11 hours
<b>Learning Outcomes</b> - the learner will:	<b>Assessment Criteria</b> - the learner can:	
1. Understand the difficulties students may experience when reading in a foreign language	1.1 Identify and respond to difficulties students have with reading skills in a foreign language	
2. Understand different reading skills and ways of developing them	2.1 Compare between the two main uses of a written text in the classroom (for language presentation and/or for skills development) 2.2 Identify different types of texts and corresponding reading sub-skills 2.3 Identify reading sub-skills and ways to develop them	
3. Understand the framework of a reading lesson	3.1 Identify the stages of a reading skills lesson and their purpose 3.2 Outline a receptive skills lesson	
4. Be able to design an effective reading lesson	4.1 Analyse text for the purpose of teaching reading skills 4.2 Identify how to personalise materials for students 4.3 Identify different tasks and activity types. 4.4 Formulate effective reading comprehension questions 4.5 Outline the difference between accuracy and fluency 4.6 Formulate communicative follow-up tasks. 4.7 Identify factors inherent in communicative tasks 4.8 Summarise problems when teaching reading skills 4.9 Explain appropriate roles of the teacher when delivering a receptive skills lesson	
<b>Specified Evidence and/or Assessment Requirements:</b>		

<p><b>Module Title: Teaching Listening Skills</b></p> <p><b>Module Aims &amp; Learning Objectives</b></p> <p>This module considers the teaching of the receptive skill of listening in the EFL classroom. The module focuses on the essential skills required to plan an effective listening lesson, including identifying stages and aims, logical sequencing of stages and selecting and /or designing appropriate listening tasks. It will also equip trainee teachers with basic understanding of the role of top-down and bottom-up processes in foreign language acquisition. The module also contains tasks and materials on the different listening sub-skills and the roles of the teacher when setting up and running listening activities.</p>	<b>Module Level</b>	3
	<b>Credit Value</b>	1
	<b>GLH</b>	0
	<b>Module Reference</b>	8803
	<b>Total Study Time</b>	10 hours
<b>Learning Outcomes - the learner will:</b>	<b>Assessment Criteria - the learner can:</b>	
1. Understand the difficulties students may experience when listening in a foreign language	1.1 Identify and assess difficulties students have with listening skills in a foreign language 1.2 Identify features of spoken and written language	
2. Understand different listening skills and ways of developing them	2.1 Identify different types of texts and corresponding listening sub-skills 2.2 Identify the differences between the receptive skills of reading and listening 2.3 Identify ways to develop listening sub-skills 2.4 Compare between top-down and bottom-up listening processes	
3. Understand the framework of a listening lesson	3.1 Identify the stages of a listening skills lesson and their purpose 3.2 Outline a receptive skills lesson	
4. Understand the different approaches to teaching listening skills	4.1 Compare between the two main uses of an oral text in the classroom (for language presentation and/or for skills development) 4.2 Analyse texts for the purpose of teaching listening skills	

<p>5. Be able to design an effective listening lesson</p>	<p>5.1 Identify different tasks and activity types  5.2 Formulate communicative follow-up tasks and identifying how to personalise materials for students  5.3 Identify factors inherent in communicative tasks and explaining the difference between accuracy and fluency  5.4 Describe appropriate roles of the teacher when delivering a receptive skills lesson  5.5 Describe how to anticipate problems when teaching listening skills  5.6 Identify effective and ineffective practices.</p>
<p><b>Specified Evidence and/or Assessment Requirements:</b>  Multiple-Choice Question Tests, Short Answer Question Tests, Professional Discussions</p>	

<p><b>Module Title: Teaching Speaking Skills</b></p> <p><b>Module Aims &amp; Learning Objectives</b></p> <p>This module introduces the productive skill of speaking in the EFL classroom with the focus on two different approaches to teaching speaking- from fluency to accuracy and from accuracy to fluency. The module has been designed to equip trainee teachers with the skills of effective lesson planning, including identifying aims and stages of a speaking lesson as well as designing effective and communicative speaking activities. It also considers features of spoken language and the related student difficulties when communicating in English, and it includes tasks and published coursebook materials focusing on how to use speaking prompts and stimulus in the classroom.</p>	<b>Module Level</b>	3
	<b>Credit Value</b>	1
	<b>GLH</b>	1
	<b>Module Reference</b>	8804
	<b>Total Study Time</b>	11 hours
<b>Learning Outcomes - the learner will:</b>	<b>Assessment Criteria - the learner can:</b>	
1. Understand the difficulties students may experience when speaking in a foreign language	1.1 Identify features of spoken language and identifying spoken genres 1.2 Identify and respond to difficulties students have with speaking skills	
2. Understand different speaking skills and ways of developing them	2.1 Identify speaking sub-skills 2.2 Identify ways to develop speaking sub-skills	
3. Understand the framework of a speaking lesson	3.1 Identify the stages of a speaking skills lesson and their purpose and sequencing a speaking lesson 3.2 Compare between receptive and productive skills lesson framework.	
4. Understand the different approaches to teaching speaking skills	4.1 Compare between the two main roles of speaking activities in the classroom (to practise a particular language point and/or to develop speaking skills) 4.2 Explain the differences between the two approaches to teaching speaking skills (from accuracy to fluency and from fluency to accuracy) 4.3 Identify features of the TBL and the Guided Discovery Approaches	

<p>5. Be able to design an effective speaking lesson</p>	<p>5.1 Identify different activity types and outline the difference between accuracy-based and fluency-based tasks</p> <p>5.2 Analyse coursebooks for the purpose of teaching speaking skills, including identifying different activity types</p> <p>5.3 Consider speaking prompts and stimulus and assess and/or formulate communicative speaking activities</p> <p>5.4 Comment feedback and error correction on speaking activities</p> <p>5.5 Identify problems when teaching speaking skills</p> <p>5.6 Justify appropriate roles of the teacher when delivering a productive skills lesson.</p> <p>5.7 Identify effective and ineffective practices.</p>
<p><b>Specified Evidence and/or Assessment Requirements:</b> Multiple-Choice Question Tests, Short Answer Question Tests, Professional Discussions</p>	

<p><b>Module Title: Teaching Writing Skills</b></p> <p><b>Module Aims &amp; Learning Objectives</b></p> <p>This module introduces the productive skill of writing in the EFL classroom. The module considers two main approaches to teaching writing- The Product Approach and The Process Approach. It provides knowledge and understanding of features of a written text with the focus on the differences between spoken and written texts. It also contains tasks and materials on how to provide feedback on written work, including the use of a correction code. The module requires competence in effective lesson planning, including sequencing stages in a logical way and identifying aims of the stages of a writing lesson and writing sub-skills.</p>	<b>Module Level</b>	3
	<b>Credit Value</b>	1
	<b>GLH</b>	0
	<b>Module Reference</b>	8805
	<b>Total Study Time</b>	10 hours
<b>Learning Outcomes - the learner will:</b>	<b>Assessment Criteria - the learner can:</b>	
1. Understand the difficulties students may experience when writing in a foreign language	1.1 Identify features of written language and identifying written genres 1.2 Identify the main discourse features 1.3 Identify similarities and differences between the productive skills of writing and speaking 1.4 Identify and respond to difficulties students have with writing 1.5 Identify student needs related to writing skills.	
2. Understand different writing skills and ways of developing them	2.1 Identifying writing sub-skills 2.2 Identify ways to develop writing skills	
3. Understand the framework of a writing lesson	3.1 Identify the stages of a writing skills lesson and their purpose 3.2 Outline a writing skills lesson 3.3 Compare between receptive and productive skills lesson framework	
4. Understand the different approaches to teaching writing skills	4.1 Outline different methods of teaching writing skills, including explaining the differences between the Process and Product Approach 4.2 Identify features of the Product Approach 4.3 Identify features of the Process Approach	
5. Be able to design an effective writing lesson	5.1 Identify different writing tasks and activity types and assess and/or formulate writing activities	

	<p>5.2 Identify appropriate roles of the teacher when delivering a productive skills lesson</p> <p>5.3 Analyse coursebooks for the purpose of teaching writing skills</p> <p>5.4 Assess written work, including the use of appropriate criteria and a correction code.</p> <p>5.5 Identify effective and ineffective practices</p>
<p><b>Specified Evidence and/or Assessment Requirements:</b>  Multiple-Choice Question Tests, Short Answer Question Tests, Professional Discussions</p>	

<p><b>Module Title: Teaching Grammar</b></p> <p><b>Module Aims &amp; Learning Objectives</b></p> <p>This module considers the principles of language analysis, including meaning, form and pronunciation, and the teaching of grammar in the EFL classroom. The module provides knowledge and understanding of key terminology used and the steps involved in the analysis, presentation and clarification of language structures for teaching purposes. It focuses on the concept of elicitation and introduces trainee teachers to the basic approaches to teaching grammar, including Guided Discovery, PPP, TBL and TTT models. This module requires a demonstration of competence in planning a logically staged grammar lesson, including a clear and effective language presentation stage. It also contains tasks and materials focusing on identifying different types of practice activities and designing effective concept checking questions</p>	<b>Module Level</b>	3
	<b>Credit Value</b>	2
	<b>GLH</b>	1
	<b>Module Reference</b>	8806
	<b>Total Study Time</b>	21 hours
<b>Learning Outcomes - the learner will:</b>	<b>Assessment Criteria - the learner can:</b>	
1. Understand the difficulties students may experience with the English grammar	1.1 Identify and respond to difficulties students have with grammar 1.2 Analyse students' language and identify their learning needs related to grammar 1.3 Compare between passive and active knowledge of grammar	
2. Be able to analyse grammar for teaching purposes	2.1 Identify different aspects of grammar for teaching purposes 2.2 Define key grammatical terminology 2.3 Analyse grammar for teaching purposes, including meaning, form and pronunciation	
3. Understand the framework of a grammar lesson	3.1 Outline a grammar lesson 3.2 Identifying stage aims and their purpose	
4. Understand the different approaches to teaching grammar	4.1 Identify different methods of teaching grammar, including deductive and inductive approaches 4.2 Identify features of the Present-Practice-Produce (PPP), Task-Based Learning (TBL) and Test-Teach-Test (TTT) Approaches 4.3 Explain the differences between the main	



	approaches to teaching grammar (PPP, TBL,TTT)
5. Be able to design an effective grammar lesson	<p>5.1 Explain how to convey grammatical meaning and present language to students in an effective way</p> <p>5.2 Identify and use a range of techniques to clarify meaning, form and pronunciation</p> <p>5.3 Describe appropriate roles of the teacher when delivering a language systems-based lesson</p> <p>5.4 Formulate effective CCQ's for grammatical structures</p> <p>5.5 Identify different practice activities and activity types</p> <p>5.6 Assess coursebook materials for teaching purposes and assess and/or formulate practice activities</p> <p>5.7 Identify effective and ineffective practices</p>
<p><b>Specified Evidence and/or Assessment Requirements:</b>  Multiple-Choice Question Tests, Short Answer Question Tests, Professional Discussions, Portfolio</p>	

<p><b>Module Title: Teaching Lexis</b></p> <p><b>Module Aims &amp; Learning Objectives</b></p> <p>This module considers the teaching of the language system of lexis in the EFL classroom. This module introduces the basic teaching terminology used and aspects of lexis commonly addressed in the classroom. It covers the competence required to carry out language analysis and present and clarify lexical items to students. The module provides knowledge and understanding of the basic teaching approaches used when teaching lexis. In this module, trainee teachers will look at a logical sequence of a lexis-based lesson, lesson and stage aims and objectives, a variety of practice activities as well as the difficulties they may experience when delivering a lexis lesson.</p>	<b>Module Level</b>	3
	<b>Credit Value</b>	2
	<b>GLH</b>	1
	<b>Module Reference</b>	8807
	<b>Total Study Time</b>	21 hours
<b>Learning Outcomes - the learner will:</b>	<b>Assessment Criteria - the learner can:</b>	
1. Understand the difficulties students may experience with lexis	1.1 Identify and respond to difficulties students have with learning lexis 1.2 Identify strategies for recording and recycling language	
2. Be able to analyse lexis for teaching purposes	2.1 Identify different aspects of lexis for teaching purposes 2.2 Define key terminology relating to teaching lexis 2.3 Analyse lexis for teaching purposes, including meaning, form and pronunciation	
3. Understand the framework of a lexis lesson	3.1 Outline a lexis lesson 3.2 Identify stage aims and their purpose	
4. Understand the different approaches to teaching lexis	4.1 Identify lexis as the main or a subsidiary aim of a lesson 4.2 Outline different methods of teaching lexis, including deductive and inductive approaches 4.3 Explain the criteria for selecting lexis to teach in the classroom.	
5. Be able to design an effective lexis lesson 6.	5.1 Explain how to convey meaning and present language to students in an effective way 5.2 Formulate effective CCQ's to check understanding of lexical items	

	<ul style="list-style-type: none"> <li>5.3 Identify a range of techniques to clarify meaning, form and pronunciation</li> <li>5.4 Identify different practice activities and activity types</li> <li>5.5 Assess and/or formulate practice activities</li> <li>5.6 Assess coursebook materials for teaching purposes</li> <li>5.7 Identify appropriate roles of the teacher when delivering a language systems-based lesson</li> <li>5.8 Identify effective and ineffective practices.</li> </ul>
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**Specified Evidence and/or Assessment Requirements:**  
Multiple-Choice Question Tests, Short Answer Question Tests, Professional Discussions, Portfolio

<p><b>Module Title: Teaching Functional Language</b></p> <p><b>Module Aims &amp; Learning Objectives</b></p> <p>This module considers the teaching of the language system of functions in the EFL classroom. This module has been designed to equip trainee teachers with basic understanding of the relationship between language and context, and the difference between structural and functional approaches to teaching language structures. It also includes language analysis practice and introduces the terminology and methods used in the classroom for functions presentation and clarification purposes. The module requires a demonstration of the skill of effective lesson planning, including logical staging, identification of aims and accurate labelling of practice activities.</p>	<b>Module Level</b>	3
	<b>Credit Value</b>	1
	<b>GLH</b>	1
	<b>Module Reference</b>	8808
	<b>Total Study Time</b>	11 hours
<b>Learning Outcomes - the learner will:</b>	<b>Assessment Criteria - the learner can:</b>	
1. Understand the difficulties students may experience with functional language	1.1 Identify and respond to difficulties students have when learning and using functional language 1.2 Identify the relationship between language and context	
2. Be able to analyse functions for teaching purposes	2.1 Identify different aspects of functional language for teaching purposes 2.2 Define key terminology relating to teaching functions 2.3 Analyse functions for teaching purposes, including meaning, form and pronunciation	
3. Understand the framework of a functions lesson	3.1 Outline a functions lesson 3.2 Identify stage aims and their purpose	
4. Understand the different approaches to teaching functional language	4.1 Compare between structural and functional approach to teaching language 4.2 Identify different methods of teaching functions, including deductive and inductive approaches	
5. Be able to design an effective functions lesson	5.1 Identify and respond to difficulties teachers may have when planning and delivering a functional language lesson 5.2 Formulate effective CCQ's to check understanding 5.3 Identify, assess and formulate practice	

	activities 5.4 Assess coursebook materials for teaching purposes 5.5 Identify effective and ineffective practices 5.6 Identify appropriate roles of the teacher when delivering a language systems-based lesson
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**Specified Evidence and/or Assessment Requirements:**

Multiple-Choice Question Tests, Short Answer Question Tests, Professional Discussions

<p><b>Module Title: Teaching Pronunciation</b></p> <p><b>Module Aims &amp; Learning Objectives</b></p> <p>This module considers the teaching of the language system of pronunciation in the EFL classroom. This module has been designed to enable the trainees to understand the importance of teaching pronunciation and ways of integrating it into each lesson. The module covers the competence required to identify and analyse features of pronunciation for teaching purposes, including individual sounds, word and sentence stress, weak forms, intonation and connected speech. It also introduces the IPA chart and contains materials on how to use it effectively in the classroom. The module focuses on understanding student beliefs about learning pronunciation and the difficulties they face as well as common problems teachers have when teaching phonology. Trainees will have an opportunity to assess coursebook materials for teaching purposes by identifying and analysing pronunciation activities</p>	<b>Module Level</b>	3
	<b>Credit Value</b>	2
	<b>GLH</b>	0
	<b>Module Reference</b>	8809
	<b>Total Study Time</b>	20 hours
<b>Learning Outcomes - the learner will:</b>	<b>Assessment Criteria - the learner can:</b>	
1. Understand the difficulties students may experience with English pronunciation.	1.1 Identify the importance and the role of pronunciation in teaching language skills and language systems 1.2 Identify and respond to difficulties students have with pronunciation	
2. Be able to analyse pronunciation for teaching purposes	2.1 Summarise the rules of English consonant-vowel system 2.2 Identify different aspects of pronunciation for teaching purposes, including individual sounds, word and sentence stress, weak forms, intonation and connected speech 2.3 Identify some features of connected speech, including linking, assimilation and elision 2.4 Summarise the rules of sentence stress, including contrastive stress 2.5 Compare between grammatical and attitudinal intonation for teaching purposes 2.6 Identify strong and weak forms and ways of raising students' awareness about the schwa sound.	
3. Understand the different approaches to teaching	3.1 Outline the different approaches to teaching pronunciation in the classroom, including ways of integrating it into teaching language	

pronunciation	<p>skills and language systems</p> <p>3.2 Outline the importance of drilling in ELT and integrate a variety of drilling techniques into each lesson</p> <p>3.3 Identify the right approaches to drilling, including explicit and opportunistic drilling</p> <p>3.4 Define the IPA chart and outline its role in the classroom as well as the different ways of using it for teaching purposes</p>
4. Be able to design effective pronunciation activities	<p>4.1 Identify appropriate roles of the teacher when delivering a pronunciation lesson</p> <p>4.2 Assess coursebook materials for teaching purposes</p> <p>4.3 Identify and Formulate pronunciation practice activities</p>
<p><b>Specified Evidence and/or Assessment Requirements:</b> Multiple-Choice Question Tests, Short Answer Question Tests, Professional Discussions, Portfolio</p>	

<p><b>Module Title:</b> Lesson Planning</p> <p><b>Module Aims &amp; Learning Objectives</b></p> <p>This module introduces the principles of planning for effective teaching. The module has been designed to equip trainees with the essential skill of planning logically sequenced lessons using coursebooks and authentic materials, demonstrating understanding of different kinds of lessons. It focuses on the purpose of planning and the different approaches to lesson planning. This module requires a competence in designing lesson plans which include a statement of aims, anticipation of problems and suggested solutions, staged description of procedures, description of interaction patterns and anticipated timings.</p>	<b>Module Level</b>	3
	<b>Credit Value</b>	2
	<b>GLH</b>	2
	<b>Module Reference</b>	8810
	<b>Total Study Time</b>	22 hours
<b>Learning Outcomes</b> - the learner will:	<b>Assessment Criteria</b> - the learner can:	
1. Understand the principles of effective lesson planning	1.1 Define basic concepts and terminology used in ELT to discuss lesson planning 1.2 Outline principles of planning for effective teaching 1.3 Summarise the importance of planning and identify occasions for opportunistic teaching within a pre-planned lesson. 1.4 Identify aspects of planning, including aims, anticipated problems and solutions, timetable fit and procedure 1.5 Identify principles of lesson planning with a coursebook, including adopt-adapt-abandon approach 1.6 Identify appropriate ways of adapting coursebook materials 1.7 Identify principles of lesson planning using authentic materials.	
2. Be able to identify and state appropriate aims for individual lessons and activities	2.1 Compare primary secondary and personal aims 2.2 Formulate primary, secondary and personal aims 2.3 Identify different types of stage aims included in skills-based and system-based lessons	
3. Be able to anticipate difficulties and suggest solutions to anticipated problems	3.1 Identify problems and offer solutions for skills and systems lessons 3.2 Compare between language and classroom management related problems	



<p>4. Understand approaches to lesson planning and be able plan for different teaching contexts</p>	<p>4.1 Explain the difference between lesson stages in skills-based and systems-based lessons and sequence a logical lesson</p> <p>4.2 Outline different approaches to lesson planning, i.e. accuracy to fluency, and fluency to accuracy</p> <p>4.3 Formulate clear, logical and easy to follow lesson procedure, including interaction patterns and accurate timings</p>
<p><b>Specified Evidence and/or Assessment Requirements:</b>  Multiple-Choice Question Tests, Short Answer Question Tests, Professional Discussions, Portfolio, Question and Answer with tutor</p>	

<p><b>Module Title: Classroom Management</b></p> <p><b>Module Aims &amp; Learning Objectives</b></p> <p>This module introduces the essential skills required to effectively manage a classroom. This module provides knowledge and understanding of the basic principles of classroom management, including setting up tasks, monitoring students, giving instructions and error correction. The module also considers ways of maximising student interaction through effective classroom layouts, ways of grouping students as well as an appropriate balance of teacher and student talk time. The module covers the competence of effective elicitation as the fundamental feature of communicative teaching. It contains tasks and materials to equip newly qualified teachers with useful tips and guidelines for future reference.</p>	<b>Module Level</b>	3
	<b>Credit Value</b>	2
	<b>GLH</b>	0
	<b>Module Reference</b>	8811
	<b>Total Study Time</b>	20 hours
<b>Learning Outcomes - the learner will:</b>	<b>Assessment Criteria - the learner can:</b>	
<p>1. Understand the importance of student interaction and be able to maximize speaking opportunities in the classroom</p>	<p>1.1 Outline how to maximise students' interaction in the classroom, including choosing appropriate seating plans and grouping students</p> <p>1.2 Identify ways of reducing teacher talk time</p> <p>1.3 Summarise the relationship between different task types and student talk time</p> <p>1.4 Consider how to adjust own use of language in the classroom according to the level of the class and the context</p>	
<p>2. Be able to set up and run activities in such a way that lesson aims are achieved</p>	<p>2.1 Outline how to set up and manage whole class work, pair and group work and individual work as appropriate</p> <p>2.2 Identify appropriate means to make instructions for tasks clear to students, including scripting instructions and avoiding common pitfalls</p> <p>2.3 Identify appropriate teacher roles and positioning in the classroom in relation to the task or activity</p>	
<p>3. Understand the different ways of monitoring students and be able to provide students with appropriate feedback</p>	<p>3.1 Summarise how to monitor students in relation to the task and respond appropriately</p> <p>3.2 Identify sources and categorise types of errors in student output</p> <p>3.3 Identify appropriate moments and strategies</p>	

	<p>for correcting students' language</p> <p>3.4 Justify decisions about what to correct</p>
<p>4. Understand the role and importance of elicitation in the communicative classroom</p>	<p>4.1 Identify appropriate elicitation strategies</p> <p>4.2 Formulate effective CCQ's</p> <p>4.3 Identify effective and ineffective classroom management practices.</p>
<p><b>Specified Evidence and/or Assessment Requirements:</b>  Multiple-Choice Question Tests, Short Answer Question Tests, Professional Discussions</p>	

<b>Module Title: Language Awareness &amp; Grammar</b>  <b>Module Aims &amp; Learning Objectives</b>  This module introduces the basic terminology and frameworks, rules and conventions relating to the most common grammar structures in ELT. This module has been designed to equip newly qualified teachers with a basic working knowledge of how the verb phrase and the noun phrase are formed and used in English, including tense and aspect, voice, modality, including the expression of hypothetical meaning, finite and non-finite forms and countability.	<b>Module Level</b>	3
	<b>Credit Value</b>	0
	<b>GLH</b>	0
	<b>Module Reference</b>	8800
	<b>Total Study Time</b>	20 hours
<b>Learning Outcomes - the learner will:</b>	<b>Assessment Criteria - the learner can:</b>	
1. Understand of basic terminology used in ELT for language presentation and clarification.	1.1 Differentiate between different types of nouns, including countable and uncountable nouns 1.2 Explain the difference between definite and indefinite articles 1.3 Recognise different forms of the verb, including base form, infinitive and gerund	
2. Understand the tense system including main functions, and form. Identify various tenses	2.1 Differentiate between time and tense 2.2 Define the modal auxiliary verb and distinguish between lexical and auxiliary verbs and their functions 2.3 Compare and contrast the meaning and form of Present Simple and Present Continuous 2.4 Distinguish between and explain the differences. between narrative tenses 2.5 Differentiate between the meaning and form of Present Perfect Simple and Continuous 2.6 Recognise various future forms and be able to distinguish between the differences in meaning.	
3. Understand passive and active voice, conditionals and question tags	3.1 Identify passive and active voice 3.2 Identify the various types of conditionals 3.3 Understand the meaning and structure of each type of conditional 3.4 Understand the meaning and use of question tags	
<b>Specified Evidence and/or Assessment Requirements:</b> N/A - This optional module is not assessed.		