

## Level 7 Diploma in Teaching English to Speakers of other Languages

Unit Title	Level	Credit	GLH
<b>Mandatory Units</b>			
Understanding Language, Methodology and Resources for Teaching	7	20	100
Developing Professional Practice	7	20	100
<b>Optional Units (Learner must complete one unit from below to achieve this Qualification)</b>			
Extending Practice and ELT Specialism	7	20	50
ELT Management	7	20	50



## **Unit Format**

Each unit of level 7 courses is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

## **Each unit has the following sections:**

### **Unit Title**

The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

### **Unit Aims**

The unit aims section summaries the content of the unit. All units and courses have a level assigned to them which represents the level of achievement. The level of each unit is informed by the level descriptors.

### **Credit Value**

The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

### **Assessment Criteria**

The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the course.

## Understanding Language, Methodology and Resources for Teaching

<b>Unit Title:</b>	Understanding Language, Methodology and Resources for Teaching
<b>Guided Learning Hours:</b>	100
<b>Levels:</b>	7
<b>Credits:</b>	20
<b>Unit grading system:</b>	Pass

### Unit purpose and aim(s):

To provide the skills and techniques to analyse and control developing organisation vision and Strategic Direction

Assessment Criteria	Indicative Content
<b>The learner can:</b>	
<b>1.</b> Understand theories of first and second language acquisition.	<b>1.1</b> Critically evaluate theories of first and second language acquisition. <b>1.2</b> Critically review language teaching approaches associated with theories of first and second language acquisition.
<b>2.</b> Understand approaches and methodologies in English language teaching.	<b>2.1</b> Critically compare methodological approaches. <b>2.2</b> Critically evaluate approaches, methodologies and techniques in different contexts and learning environments.
<b>3.</b> Understand language systems, language skills and social processes.	<b>3.1</b> Analyse complex features of language in use, identifying lexis, grammar. Functions, phonology and discourse. <b>3.2</b> Analyse the language skills, sub-skills and strategies needed by learners. <b>3.3</b> Critically analyse how language is used to form, maintain and transform identity (e.g. social, cultural, political or religious) and power relations.
<b>4.</b> Understand learners' needs and challenges in developing language and skills proficiency.	<b>4.1</b> Analyse linguistic challenges experienced by learners with regard to specific aspects of language systems and language skills. <b>4.2</b> Review ways in which methodological choices in language systems and language skills development relate to learners' characteristics and contexts.
<b>5.</b> Be able to evaluate teaching, learning and reference material for learners of English.	<b>5.1</b> Critically evaluate appropriate practical uses of teaching and learning resources including new and emerging technologies
<b>6.</b> Understand theories, principles, roles and methods of language assessment.	<b>6.1</b> Explain the purposes of assessment. <b>6.2</b> Critically analyse the practical application of theories and principles of assessment. <b>6.3</b> Critically evaluate methods and tools of assessment.

## Developing Professional Practice

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<b>Unit Title:</b>	Developing Professional Practice
<b>Guided Learning Hours:</b>	10
<b>Levels:</b>	7
<b>Credits:</b>	20
<b>Unit grading system:</b>	Pass

<b>Assessment Criteria</b>	<b>Learning Outcomes</b>
<b>The learner can:</b>	
<b>1.</b> Understand English language learning contexts and factors impacting on learning.	<b>1.1</b> Analyse the impact of English as a global language on learning and teaching. <b>1.2</b> Analyse the impact on learning and teaching of social, cultural and educational differences, motivation and learner preferences and strategies.
<b>2.</b> Be able to plan inclusive learning and teaching.	<b>2.1</b> Plan learning and teaching taking account of context and factors impacting on learning. <b>2.2</b> Justify session plans which meet the aims and needs of individual learners.
<b>3.</b> Be able to deliver inclusive learning sessions.	<b>3.1</b> Select and use practical classroom approaches and activities techniques and materials including new and emerging technologies to achieve specific learning goals. <b>3.2</b> Promote inclusive learning in different of learning environment. <b>3.3</b> Communicate effectively with learners. <b>3.4</b> Facilitate interaction between learners. <b>3.5</b> Provide constructive feedback to learners on their progress and achievement in language and skills development.
<b>4.</b> Be able to use resources for inclusive learning and teaching.	<b>4.1</b> Select resources including new and emerging technologies to promote learning in specific contexts. <b>4.2</b> Use resources to promote learning and achievement. <b>4.3</b> Use ICT to its full potential in inclusive learning contexts. <b>4.4</b> Critically evaluate the effectiveness of materials and resources in the inclusive learning context.
<b>5.</b> Be able to reflect critically on own and others' teaching to improve on own practice.	<b>5.1</b> Select criteria for critically judging the effectiveness of preparation and teaching and learning in own and others' lessons. <b>5.2</b> Use reflective tools and action plans to extend own development and growth as a teacher. <b>5.3</b> Observe and analyse other lessons taught by subject specialists.

<p><b>6.</b> Understand language systems and language skills.</p>	<p><b>6.1</b> Analyse systems and language skills to meet the needs of individual ESOL learners.  <b>6.2</b> Plan teaching and learning activities to develop learners' understanding and use of language.  <b>6.3</b> Critically evaluate learners' progress in language learning.</p>
<p><b>7.</b> Understand professional development and standards of professional practice.</p>	<p><b>7.1</b> Analyse how own beliefs influence own approach to teaching.  <b>7.2</b> Review own development with reference to theories of language learning and learning theory drawing on feedback from different sources.  <b>7.3</b> Use feedback to identify personal and career opportunities.  <b>7.4</b> Comply with standards of professional practice.</p>

## Extending Practice and ELT Specialism

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<b>Unit Title:</b>	Extending Practice and ELT Specialism
<b>Guided Learning Hours:</b>	50
<b>Levels:</b>	7
<b>Credits:</b>	20
<b>Unit grading system:</b>	Pass

<b>Assessment Criteria</b>	<b>Learning Outcomes</b>
<b>The learner can:</b>	
<b>1.</b> Be able to research a specialist area	<b>1.1</b> Design and undertake autonomous research in a specific context. <b>1.2</b> Interpret complex information, concepts and theories as part of research undertaken. <b>1.3</b> Present ideas and arguments clearly and coherently. <b>1.4</b> Critically evaluate actions, methods and results. <b>1.5</b> Present findings in a suitable academic format.
<b>2.</b> Understand approaches and influences on syllabus design.	<b>2.1</b> Critically evaluate the influence of major theories of second language acquisition on syllabus design. <b>2.2</b> Evaluate the influence of educational, cultural, social, economic and political factors on syllabus design. <b>2.3</b> Explain the influence of syllabus design on English language teaching methodologies and approaches. <b>2.4</b> Analyse the suitability of different syllabuses.
<b>3.</b> Be able to design learning programmes to meet identified learner needs.	<b>3.1</b> Design inclusive learning programmes to meet learners' needs. <b>3.2</b> Justify programme content and selected approach. <b>3.3</b> Justify a range of learning and teaching resources, including new and emerging technologies.
<b>4.</b> Understand types, principles and methods of assessment.	<b>4.1</b> Explain types and methods of assessment <b>4.2</b> Analyse principles of assessment. <b>4.3</b> Justify selected assessment method. <b>4.4</b> Critically evaluate the uses and purposes of different assessment procedures.

## ELT Management

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<b>Unit Title:</b>	ELT Management
<b>Guided Learning Hours:</b>	50
<b>Levels:</b>	7
<b>Credits:</b>	20
<b>Unit grading system:</b>	Pass

<b>Assessment Criteria</b>	<b>Indicative Content</b>
<b>The learner can:</b>	
<b>1.</b> Be able to develop a project in a selected area of ELT management in a specific context	<b>1.1</b> Select appropriate data gathering methodology <b>1.2</b> Design and undertake autonomous investigation in a specific area of language teaching/learning management <b>1.3</b> Interpret complex management information, concepts and theories as part of the project <b>1.4</b> Appropriately apply management principles and procedures in planning a project <b>1.5</b> Present ideas and arguments clearly and coherently <b>1.6</b> Critically evaluate actions, methods and results <b>1.7</b> Present findings in a suitable academic format
<b>2.</b> Understand theories and concepts in the selected specialist area	<b>2.1</b> Critically evaluate the influence of major theories of management on ELT management practice <b>2.2</b> Analyse the influence of educational, cultural, social, economic and political factors on management in a specific context <b>2.3</b> Critically examine the application of specific management principles and practices in a language teaching operation
<b>3.</b> Be able to design a management initiative appropriate to the specific context	<b>3.1</b> Apply knowledge of management principles and processes to an analysis of practice in the context concerned <b>3.2</b> Justify the suitability of the proposed innovation in the specific management area <b>3.3</b> Design a project to meet operational needs in the selected area <b>3.4</b> Justify the project content, aims, methods and resources <b>3.5</b> Apply change management principles to the planning and implementation of the project
<b>4.</b> Be able to evaluate the outcomes of the project	<b>4.1</b> Explain types and methods of evaluation <b>4.2</b> Justify the performance criteria specified <b>4.3</b> Justify the selected evaluation methods