



LEVEL 6
PROFESSIONAL DIPLOMA IN TESOL
PROGRAMME SPECIFICATIONS

Review Date	Head of Review Team	Approved by	Amendment Made?
27 December 2024	Prof Dr Chan Chee Seng	Dr Colin Pereira	N/A
23 January 2025	Ms Rhoda	Prof Chan Chee Seng	YES. Entry requirement amended to include programme succession to MA in TESOL.
27 January 2025	Ms. Rhoda	Prof. Chan Chee Seng	YES. -Entry requirement BA deleted. -Specialisations added on p.4 -5.2 EPA allocation 75% Portfolio and 25% RLR -6.2 b changed "Degree" to "Award"
31 st January 2025	Ms. Rhoda	Prof. Chan Chee Seng	YES --3.1 (d) revised TESOL titles -5.2.1 75% added -5.2.2 25% added -Removed admin sentence on page 1.

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BASIC COURSE DATA

Originating Institution(s):	London Examinations Board
Course Title(s):	Level 6 Professional Diploma in TESOL
Award to be conferred:	Level 6 Professional Diploma in TESOL
Specialisation Offered:	Teaching English for Specific Purposes (TESP) Teaching English for Young Learners (TEYL) Teaching English for Academic Purposes (TEAP)
Exit Awards:	None
Awarding Body:	London Examinations Board (LEB) and Training Qualifications UK (TQUK)
Mode/Study Pattern:	(i) Blended; and (ii) Online
Duration for completion:	Minimum 4 months; maximum 8 months
Proposed Annual Intake:	Monthly

1. INTRODUCTION

The Professional Diploma in TESOL is a specialized programme designed to empower inspiring teachers, educators with the advanced skills and methodologies in Teaching English to Speakers of Other Languages (TESOL). Tailored for individuals seeking to enhance their proficiency in English Language instruction, this Professional Diploma goes beyond the basics, delving into advanced teaching techniques and strategies.

Participants in this programme embark on a comprehensive journey that explores the intricacies of language acquisition and effective communication in diverse linguistic settings. With a focus on the latest developments in language teaching methodologies, the Professional Diploma equips teachers-educators with the knowledge and tools needed to create dynamic and engaging learning environments.

The programme is structured to provide a deep understanding of the theoretical fundamentals of English Language teaching, while also emphasizing practical applications in real-world teaching scenarios. Through a blend of theoretical coursework, hands-on teaching experiences, and reflective practices, participants develop a nuanced understanding of pedagogical approaches that cater to the diverse needs of language learners.

Led by experienced instructors and industry experts, the Professional Diploma in TESOL fosters a collaborative learning environment where participants engage in critical discussions, share insights, and exchange best practices. This programme is ideal for teachers-educators who aspire to elevate their teaching skills, stay abreast of the latest advancements in TESOL, and make a meaningful impact on the language learning journey of their participants,

Upon successful completion of the programme, participants emerge with a well-rounded skill set, ready to implement innovative teaching strategies, adapt to various learning contexts, and contribute positively to the field of language education. The Professional Diploma in TESOL stands as a testament to the commitment to excellence in language instruction and serves as a gateway for teachers-educators to excel in their careers.

1.1. Programme Aims

This RQF Level 6 Professional Diploma in TESOL aspires to furnish teachers-educators with an extensive and sophisticated comprehension of innovative language teaching methodologies. Tailored for language instructors across diverse educational settings, the programme aims to:

- Equip participants with the theoretical understanding and critical thinking skills necessary to effectively Teach English to Speakers of Other Languages in diverse learning contexts.
- Delve deeply into the intricacies of language pedagogy, equipping participants with a multifaceted toolkit to enhance their teaching practices.
- Transcend conventional teaching methods, fostering a comprehensive understanding of cutting-edge approaches that align with contemporary language acquisition theories.

- Empower teachers-educators to create dynamic and engaging learning environments.
- Serve as a catalyst for professional growth and development in the field of English language education.
- Go through a transformative experience that enriches teacher-educators with theoretical insights and practical strategies.
- Elevate the proficiency of English language instructors and enable them to cater to the evolving needs of their diverse participant populations.
- Empower English Language instructors to excel in their roles, fostering a global community of educators who are well-versed in the art and science of language teaching.
- Acquire a benchmark qualification in the realm of English language teaching, fostering an environment where teacher-educators exceed the expectations of their profession.

1.2. Programme Learning Outcomes

Upon successful completion of the Professional Diploma in TESOL, the participants will be able to:

(a) Knowledge and Understanding

- K1: Demonstrate a comprehensive understanding of key second language acquisition (SLA) theories and their implications for TESOL practice.
- K2: Analyse and explain the structure and function of the English language system, including grammar, vocabulary, pronunciation, and the four language skills.
- K3: Critically evaluate advanced TESOL methodologies and approaches, their strengths and weaknesses, and their suitability for diverse learners and contexts.
- K4: Identify and analyse ethical considerations in language teaching and develop professional practices that uphold high ethical standards.
- K5: Explain the principles and practices of effective assessment and feedback in TESOL contexts.

(b) Skills

- S1: Design and implement engaging and effective TESOL lesson plans for diverse learner needs and that uphold high ethical standards.
- S2: Utilize a variety of teaching materials and resources to facilitate language learning, including technology and authentic materials.
- S3: Apply principles of inclusive teaching to cater to individual learner differences and promote learning technology and authentic materials.

- S4: Assess participant learning effectively and provide constructive and specific feedback to support technology and authentic materials.
- S5: Reflect critically on and analyse their own teaching practice, identifying areas for improvement and implementing appropriate changes.

(c) Personal and Professional Development

- P1: Demonstrate a commitment to continuous professional development and self-directed learning in technology and authentic materials.
- P2: Collaborate effectively with colleagues and engage in professional communities within the field.
- P3: Maintain awareness of current trends in TESOL and seek opportunities to contribute to the field.
- P4: Act with integrity, professionalism, and cultural sensitivity in all interactions with participants, colleagues, and stakeholders.

1.3. Level 6 Learning Outcomes and Descriptors

These Learning Outcomes map to the Level 6 descriptors by emphasizing:

a) Knowledge and Understanding:

- **Advanced knowledge and understanding of second language acquisition theories and their application to TESOL.** This includes a critical understanding of key theories, research findings, and their implications for effective teaching practices.
- **Comprehensive knowledge of English grammar, vocabulary, phonology, and discourse.** This includes a deep understanding of the complexities of the English language and the ability to analyse and explain linguistic features.
- **Advanced understanding of diverse learner needs and cultural contexts.** This includes the ability to identify and address the specific needs of learners from different linguistic and cultural backgrounds.

b) Cognitive Skills:

- **Ability to analyse complex language learning issues and develop innovative solutions.** This includes the ability to critically evaluate teaching practices, identify areas for improvement, and propose evidence-based solutions.
- **Ability to design, plan, and implement effective language learning programs.** This includes the ability to create engaging and challenging learning experiences that cater to the diverse needs of learners.

- **Ability to evaluate learners' language proficiency accurately and provide constructive feedback.** This includes the ability to use a range of assessment tools and techniques to measure learners' progress and provide targeted feedback to support their learning.

c) Practical Skills:

- **Ability to deliver engaging and effective lessons using a variety of teaching methodologies.** This includes the ability to adapt teaching methods to suit different learning styles and contexts.
- **Ability to create and adapt teaching materials to meet the specific needs of learners.** This includes the ability to select, develop, and modify materials to enhance learning.
- **Ability to collaborate effectively with colleagues, parents, and other stakeholders to support learners' language development.** This includes the ability to build positive relationships, communicate effectively, and work collaboratively to achieve shared goals.

d) Professional Skills:

- **Ability to reflect critically on teaching practice and engage in ongoing professional development.** This includes the ability to seek feedback, analyse teaching experiences, and identify areas for improvement.
- **Ability to exercise autonomy and judgment in decision-making.** This includes the ability to make informed decisions about teaching practices, curriculum development, and assessment.
- **Ability to demonstrate professional ethics and commitment to lifelong learning.** This includes adhering to professional standards, maintaining confidentiality, and pursuing opportunities for continued professional growth.

2. PROGRAMME & CURRICULUM STRUCTURE

2.1. Programme Structure

<i>Core</i>	<i>Core Foundation</i>	<i>Credits</i>
Module 1	Principles of Language Teaching and Learning	15
Module 2	Advanced Language Skills Development	15
Module 3	Assessment and Evaluation in TESOL	15
Total Core Credits		45
<i>Specialization</i>	<i>Choose 1 Specialization Only</i>	<i>Credits</i>
Module 4A	Teaching English for Specific Purposes (TESP)	15
Module 4B	Teaching English for Young Learners (TEYL)	15
Module 4C	Teaching English for Academic Purposes (TEAP)	15
Total Specialisation Credits		15
Professional Diploma in TESOL Total Credits Earned		60

2.2. Overview of the Programme Structure

- (a) All participants must undergo an online induction which is not assessed and aimed at acquiring e-learning skills for the use of the online learning portal and e-library. In addition, academic expectations, regulations, and the concept of independent learning are also covered.
- (b) There are 3 core and 1 Specialised module of 15 credits each.
- (c) To complete the programme and gain the Level 6 Professional Diploma in TESOL a learner must gain a total of 60 Credits.
- (d) Each module term will be delivered over a duration of 4 weeks where the cycle of delivery will follow a prescribed module planner for a full academic year.
- (e) Participants are required to complete their professional diploma between a minimum of 4 months to a maximum of 8 months from the time of enrolment as a participant.

2.3. Standard Delivery Mode

- (a) Mode A: Blended Learning mode – Each taught module will have a total of 8 hours face- to- face lectures and 8 hours of asynchronous tutoring and online interactions with the Module/Module Leader.
- (b) Mode B: Fully Online mode- Each taught module will have a total of 8 hours of asynchronous learning, tutorials, and interactions with a module leader.

3. ADMISSION CRITERIA FOR ENTRY

Admission into the programme is contingent upon the submission of evidence indicating the candidate's potential to meet the programme's objectives and attain the necessary standards for qualification. Criteria used in considering admissions to the programme include candidate's language proficiency, academic, professional, and working experiences.

3.1. Summary of Entry Requirements

The entry requirements for this Professional Diploma in TESOL are:

- (a) A Minimum requirement of a Regulated Qualifications Framework (RQF) Level 5 equivalent or,
- (b) Mature learners who do not meet the traditional entry requirements but have a minimum of 4 years or more of relevant English Language teaching experience and can demonstrate their readiness for the programme through an interview or portfolio may be admitted on to the programme, and
- (c) For applicants or non-native English speakers, a proof of English language proficiency is usually required. This can be demonstrated through standardized tests like IELTS or TOEFL with a minimum band score of 6.0 or equivalent to a CEFR B1 level. Subject to the final approval of LEB, any potential student that has done a qualification examined in English at Regulated Qualifications Framework (RQF) level 3 and above would satisfy the English requirement. For those that are not able to provide the above proof of English may have the test administered by ESOL Awards and on passing this at B1 level, you would satisfy the English language requirement. Please contact LEB for details.
- (d) Upon successful completion of the programme, learners have the option to pursue higher TESOL qualifications with Institut Brittany d'Enseignement Supérieur (IBES), to wit:
 - I. Level 7 Master of Arts in TESOL (60 ECTS credits), which will award two qualifications: Certified Title: Enseigner l'Anglais Langue Étrangère (TESOL) and Master of Arts in TESOL (Institut Brittany d'Enseignement Supérieur (IBES, France) **OR**
 - II. Level 7 Master of Arts in TESOL (60 ECTS credits), which will award three qualifications: Certified Title: Enseigner l'Anglais Langue Étrangère (TESOL) and Master of Arts in TESOL (Institut Brittany d'Enseignement Supérieur (IBES, France) and UCAM, Spain.
NOTE: For this programme, a bachelor's degree is mandatory. Therefore, students are advised to complete the Level 6 Bachelor of Arts in Education Top-Up, which will grant them 4 APLs and require them to undertake only two specialization modules.

3.2. Advanced Standing / Exemptions / Credits Transfer (APL)

Consideration for advanced standing, exemptions, or credits transfer (APL) may occur at the commencement or during the programme. The evaluation of prior learning, whether certified or uncertified, is facilitated through the accreditation of prior learning. This process involves academic judgment by a designated panel responsible for reviewing and approving APL applications. In cases where regular cohorts are admitted with advanced standing on a regular basis, the arrangement should be governed by an Academic Progression Agreement to ensure consistency and transparency in the admissions process.

4. TEACHING AND LEARNING STRATEGIES

Central to the philosophy of the programme is the desire to produce independent and thinking learners to cultivate and employ innovative and effective strategies in diverse language teaching contexts. The programme is designed to empower participants with a deep understanding of advanced language teaching and learning methodologies, fostering independence and critical thinking skills.

4.1. Approach

Learner-centred learning will be strongly encouraged and developed. Learners are expected to take ownership of their learning and development and be a more independent and reflective learner and develop the ability to search and peruse relevant information and knowledge through non-electronic and electronic sources.

Online learning lecture materials and self-directed learning resources will be available to support the deliver and attainment of the intended learning outcomes.

The programme will, therefore, “progress significantly beyond the delivery of subject knowledge,” and will incorporate knowledge and learning, discourse and informed dialogue, and self-development. It should be noted that the focus will be on facilitating learning rather than teaching and, in this respect, the strategy is designed to facilitate the “deep learning” attributed to a more active participation, reflection and self-exploration and discovery of knowledge by learners.

5. ASSESSMENT STRATEGY

5.1. The Assessment Aims

The aim of the assessment strategy is to identify formal practices and procedures for assessing and appraising the performance of the Professional Diploma participants to enable judgements and decisions to be reached concerning:

- a) The progression of participants through the programme.
- b) How well the participants have met the programme learning outcomes through the combination of the individual module learning outcomes.
- c) The provision of feedback information to participants concerning their performance and how

they adhered to the generic assessment criteria and module-specific assessment criteria.

- d) The granting of the Professional Diploma in TESOL.

The underpinning principles which drive the assessment strategies adopted for this programme are the profile of the target participants and the programme itself (its philosophy and associated learning outcomes). The section below summaries the varied assessment tasks or instruments which will be employed in assessing the different programme learning outcomes.

5.2. Assessment Instruments

Students will be required to produce an End Point Assessment in the form of a Professional Teaching Portfolio and a Reflective Learning Log which covers the full duration of the programme and modules undertaken. The Teaching Portfolio shall be 75% of the assessment and the Reflective Learning Log shall be at 25% for a total of 100% assessment. This is the culmination of the Professional Diploma in TESOL which will showcase the acquired knowledge, teaching skills, and professional development of the students throughout the learning journey.

Students are strongly recommended to undertake the above from the beginning of the commencement to the end of the last taught module on the programme and to submit the completed portfolio no later than 2 months upon completion of the 4 taught modules.

The word count of the final requirement will be approximately 3,000 – 3,500 words excluding evidence as a final requirement. Supporting documented evidence to be included will be between 15 to 20 documented evidence.

Clear guidelines for the preparation to undertake the Teaching Portfolio and Reflective Learning are made available to students as part of the Orientation/Induction toolkit as well as in each of the module undertaken which are available on the learning management system.

5.2.1 Professional Teaching Portfolio (75%)

This comprehensive document will serve as a record of your teaching abilities and philosophies. A professional teaching portfolio includes several key components to showcase your skills, experiences, and achievements in teaching English as a second or foreign language. Each part of the portfolio should be carefully organized and presented in a professional manner to effectively showcase your teacher's qualifications and capabilities in TESOL. The required parts of the teaching portfolio include the following:

Preliminaries:

- a) Cover Page: This includes the title of the portfolio, the student's name, contact information, and a professional photograph.
- b) Table of Contents: A clear outline of the sections and contents of the portfolio.
- c) Introduction and Teaching Philosophy: A brief introduction where the candidate gives a self-introduction, giving a clear and concise statement outlining the teaching and learning philosophy, core beliefs, goals, objectives, principles, and approaches to teaching English as a second or foreign language and how students learn English effectively. This should address the approach to student engagement, language acquisition, and overall goals for your

English Language Learners (ELLs).

- d) Resume/CV: a detailed resume or curriculum vitae highlighting the teachers' educational qualifications.

Work Samples:

- a.) Lesson Plans: Samples of well-structured lesson plans for different proficiency levels demonstrating your ability to design effective and engaging lesson plans. These may include a variety of lesson types such as PPP, ESA, detailed, semi-detailed or brief lesson types.
- b.) Instructional Materials: Examples of teaching materials you have created, such as worksheets, handouts, or multimedia resources, visual aids, songs composed etc.
- c.) Classroom Management Strategies: Description of your strategies for managing classroom effectively, including techniques for maintaining discipline, fostering positive learning environment, and addressing diverse ELL needs.
- d.) Assessment and Evaluation: Samples of assessment tools and techniques you have used to measure student progress and proficiency in English such as rubrics, quizzes, tests, or other assessment tools you have designed including reflections on the effectiveness of the assessments you have created.
- e.) Reflective Learning Journal: A reflective journal entry sample or essay analysing a teaching experience, identifying areas for improvement, and demonstrating your ability to adapt your teaching. (Please see 7.7.2 for more detailed guidelines.)
- f.) Student Work Samples: Samples of student work demonstrating progress and achievement in English language learning and teaching, with any identifying information removed to protect student privacy.
- g.) Professional Development: Documentation of any teaching mini projects conducted relevant to the chosen field of specialisation, relevant workshops, conferences, or online courses you have completed.
- h.) Appendices: Additional (may be optional) supplementary materials that support the contents of the portfolio such as teaching certificates, transcripts, any letters of recommendation, awards received or other relevant documents.

Evaluation and Pass Criteria:

To receive a PASS grade, a candidate's portfolio should meet or exceed the expectations outlined in each criterion. Each criterion should be assessed holistically, considering depth, breadth, and quality of the candidate's work in relation to the standards of the level 6 Diploma in TESOL programme.

Criteria	Description
Organization and Presentation	The portfolio is well-organized, with clear sections and sub-section. Information is presented in a professional and visually appealing manner, with attention to detail in formatting, layout, and design. Navigation is easy, and all required components are included.

Teaching Philosophy	The teaching philosophy statement articulates the candidate's beliefs, principles, and approaches to teaching English as a second or foreign language. It demonstrates a clear understanding of TESOL principles and is coherent, reflective, and well-supported with evidence from educational theory and personal teaching experiences
Lesson Plans	Sample lesson plans are included, demonstrating the candidate's ability to design effective and engaging lessons for language learners. They are well-structured, aligned with learning objectives, and incorporate appropriate teaching methodologies, materials, and activities. Differentiated instruction and strategies for catering to diverse learner needs are evident.
Instructional Materials	Examples of teaching materials are provided, such as worksheets, handouts, visual aids, and multimedia presentations. They are relevant, original, creative, and effectively support lesson objectives and language learning goals. The materials demonstrate creativity, resourcefulness, ingenuity, culture, and gender sensitive and consideration of learner engagement and interaction.
Classroom Management Strategies	Description of classroom management strategies demonstrates the candidate's ability to create a positive and conducive learning environment. Strategies for managing behaviour, fostering student engagement, promoting collaboration, and addressing diverse learner needs are outlined clearly and supported with examples from teaching practice.
Assessment and Evaluation	Samples of assessment tools and techniques are included, demonstrating the candidate's ability to measure student progress and proficiency in English. Assessment methods are varied, authentic, and aligned with learning objectives. The candidate reflects on the effectiveness of assessment practices and considers strategies for promoting learner autonomy and self-assessment.
Reflection and Self-Evaluations	Reflective writings demonstrate the candidate's ability to critically evaluate their teaching experiences, successes, challenges, and areas for improvement. Reflections are insightful, self-aware, and evidence-based, drawing connections between theory and practice. The candidate identifies specific actions for professional growth and development based on reflection.
Professional Development	Documentation of professional development activities reflects the candidate's commitment to continuous learning and improvement in the field of TESOL. Activities such as workshops, conferences, courses, or certifications are relevant, recent and demonstrate engagement with current trends and best practices in language teaching and learning.

Overall Quality and Cohesion	The professional teaching portfolio demonstrates overall quality, coherence, and cohesion in its content and presentation. Components are integrated effectively to provide a comprehensive overview of the candidate’s teaching abilities, experiences, and achievements in TESOL. The portfolio reflects professionalism, attention to detail, and a commitment to excellence in teaching practice.
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5.2.2 Reflective Learning Journal (25%)

The Reflective Learning Journal serves as a valuable instrument within educational programs, fostering self-awareness, critical thinking, and professional development for students enrolled on this Professional Diploma programme.

Crafted to prompt learners to contemplate their educational experiences, teaching methodologies, and personal development throughout their academic pursuit and beyond, this log/journal is intentionally designed to stimulate reflection.

Format: Express the information in the log or journal using the provided template and format specified for learners.

Purpose: The Reflective Learning Journal serves as a key tool to help learners effectively bridge the gap between theoretical knowledge and practical application. Its primary aim is to enable individuals to recognize and evaluate their strengths and weaknesses in the role of teacher-educators, fostering an ongoing process of enhancing their teaching and management skills.

Content: The reflective learning journal is designed to capture a wide range of insights related to the field of education. It encourages learners to delve into various aspects within their chosen field of specialization.

Coursework Reflections: Learners are prompted to record their thoughts on the theories, concepts, and practical strategies learned in their courses, emphasizing how these ideas can be practically applied in educational settings.

Teaching Practice Reflections: Teachers-educators can share observations and insights from their teaching experiences. ESL learners can reflect on their experiences teaching English to non-native speakers, while Curriculum Development learners can discuss their involvement in designing and implementing instructional programmes.

Professional Growth: Learners are urged to reflect on their journey of personal and professional growth as educators, pinpointing areas of improvement and identifying future development goals.

Challenges and Solutions: The journal encourages learners to openly discuss challenges encountered in their teaching experiences and propose effective solutions or strategies to overcome them.

Frequency: learners are expected to make regular entries in their Reflective Learning Journal, such as weekly or bi-weekly, throughout the entire 4-week duration of the module.

Structure

- **Introduction**
 - Briefly introduce the reflective learning journal.
 - Provide context for the experiences or topics to be reflected upon
- **Description**
 - Detailed account of the events, experiences, or materials.
 - Include specifics: time, place, people, actions, and observations.
- **Feelings and Emotions**
 - Reflect on emotional responses before, during, and after the experience.
- **Critical Analysis**
 - Analyse the experience critically, considering both positive and negative aspects.
 - Reflect on thoughts and perceptions.
- **Integration with Theory/Concepts**
 - Connect the experience with relevant theories, concepts, or previous learning.
- **Personal Insights**
 - Share personal insights and realizations from the experience.
 - Discuss impact on understanding, beliefs, or values.
- **Future Action/Planning**
 - Consider how insights can be applied to future situations.
 - Discuss changes in behaviour, attitude, or approach planned.
- **Conclusion**
 - Summarize key points of the reflection.
 - Provide a concluding thought or statement.
- **References (if applicable)**
 - Include proper citations if external sources or literature are referred to using the Harvard Referencing System.

- **Date**
 - Include the date of the journal entry to track chronological progression.

Evaluation and Pass Criteria

When assessing End Point Assessment, the evaluation typically encompasses the subsequent elements:

Criteria	Description
Substance and Profundity of Reflection (70%):	The predominant portion of the evaluation centres on the calibre of the reflections. Evaluators seek indications of critical thinking, self-awareness, and the application of course concepts to real-world teaching and management scenarios. Profound and well-thought-out reflections are acknowledged.
Professionalism and Coherence (10%):	Evaluators gauge the professionalism of the journal, considering proper grammar and formatting. The clarity and brevity of writing are also crucial for effective communication.
Demonstration of Progress and Advancement (20%):	A segment of the evaluation may hinge on the learner's capacity to exhibit evidence of progress and advancement in their teaching methods and professional development over time.

5.2.3 Summary

In summary, the End Point Assessment composed of the Professional Teaching Portfolio and the Reflective Learning Journal functions as a valuable evaluative instrument for gauging learners' advancement, self-awareness, and preparedness to excel as competent educators in their chosen specializations within the English Language Teaching field. It stimulates learners to evolve into reflective practitioners capable of adapting and thriving in various educational environments.

5.3 General Assessment Criteria for the Professional Diploma

Each module in the programme has specific learning outcomes. There are however some general criteria that will be applied. In assessing a participant's work, the following factors will be used for guidance:

- An effectively organised and directed response to the question posed.
- An appropriate range of relevant material applied to the work environment.
- The ability to evaluate critically all arguments.
- The ability to justify in a coherent manner points identified, and conclusions

reached.

- An acceptable standard of literacy.
- Adherence to any specified word length; and
- Compliance with instructions.

5.4 Generic Assessment Criteria

To provide feedback to students, the following grading scale will be used for all assessed written elements.

Distinction: 70% or over

The work demonstrates exceptional understanding that displays a deep and thorough comprehension of the subject matter. It may involve demonstrating a high level of critical thinking and analysis. The work is expected to show a high degree of independence and initiative. This could involve taking on additional research or projects beyond the basic requirements. The work may also involve showing creativity, innovation, and original thought in the work produced.

Merit: Between 60% and 69%

A good response to the assignment, well-structured and presented incorporating relevant information. The work addresses the brief as set in full. In-depth understanding of salient issues and evidence of wide reading, which is accurately referenced following the Harvard Referencing Style. Extensive analytical coverage with confident and balanced selection and organisation of material. May, however, lack synergy in places with some important ideas not being fully explored.

Pass: Between 50% and 59%

An acceptable answer that covers the majority of the key issues but may not be sufficiently complete to develop a full understanding of the situation. The brief has been addressed, although some areas might not be as fully developed as others. Consideration of the academic underpinning and practical application of material may be limited, providing only partial consideration of the issues. The analysis is adequate but may be overly descriptive in places, lacking critical analysis and displaying limited evidence of the application of wider reading. Material is referenced in an adequate fashion, although some of the details might be incorrect.

Fail: less than 50%

Work contains errors, omissions, or poorly expressed ideas; in some cases, these omissions may be fundamental. The assessment brief is not addressed to a material extent, either as a whole or in significant dimensions. Lacks an adequate theoretical and conceptual base, thereby failing to identify the key issues and demonstrating a basic misunderstanding of the brief. The structure is not always clear, due to the student's own lack of understanding. There is no clear line of argument, with passages not being adequately linked and explained. There is little or no evidence of wider reading. Sources used are inappropriate or are poorly referenced.

6 ACADEMIC REGULATIONS

The programme will be governed by the following regulations stipulated in this programme specification handbook.

6.1 Requirements for the Professional Diploma in TESOL

Participants should have completed and successfully passed all four (4) modules with a total of sixty (60) Credits.

6.2 Grades, Graded Scale and Levels Classifications

a) The grading table/scale are as follows:

MARKS	Final Grade Classification
70-100	DISTINCTION
60-69	MERIT
50-59	PASS
49-0	FAIL

b) Level 6 Professional Diploma in TESOL Award Classification

L6 Professional Diploma in TESOL Award Classification	Final Award Classification
Distinction	70% or above
Merit	60% - 69%
Pass	50%-59%
Fail	49% or below

6.3 Resits

The Board of Examiners may, at its discretion, permit participants who fail in a module to make good that failure by resubmitting the module assignment (and each resit shall be subject to an additional charge).

Note: All resits will have to be undertaken within 2 months after the release of the results of the previous term. LEB will announce dates along with the release of the results.

A participant who resits a module or element of a module is normally required to achieve a mark of 50% for that module or element unless the Board of Examiners sets alternative minimums as part of the resit conditions.

A maximum of two resits are permitted for a given module after which the participant will be required to withdraw from the programme.

Only in exceptional circumstances will the Board of Examiners permit a participant to resit a particular module more than twice.

6.4 Failure to Undertake Course Work, Deferment

Failure to submit the required course work within the due date, without prior authorisation may be interpreted as failure in that element of assessment and a zero mark will be recorded.

Deferment of module assessment is only allowed with valid reasons and participants will need to apply for deferment at least 10 days prior to the assessment submission due date.

6.5 Extension Requests

It is important that participants adhere to the stated deadlines, otherwise the assessment process becomes unnecessarily cumbersome, and participants can become overburdened by the end of the course. In exceptional cases of short-term difficulty, an extension may be granted. Note that pressure or deadlines at your place of work or 'running out of time' are not normally considered sufficient justification for an extension. It is the participant's responsibility to foresee, plan for and effectively manage the pressures of the course and work.

6.6 Extension Request Procedures

- (a) Requests for extensions must be submitted to the Centre Representative (modes A and B)/Programme Leader (mode C) a minimum of 10 days prior to the submission deadline, for consideration by the Programme Manager. Only one extension is allowed for each module.
- (b) Documentary evidence should be provided if an extension request is submitted.
- (c) If the request is accepted, then it is normal for a one-week extension to be granted.

6.7 Non-Submission of Assignment

Failure to hand in the assignment for any reason and without prior approval of the Programme Leader will result in the participant's work being penalised in accordance with the Academic & Assessment Regulations governing the conduct of the Professional Diploma programme. Please note the following:

- (a) All newly registered and continuing participants are automatically enrolled for the modules.
- (b) Once enrolled for the module it is compulsory to submit the course work on / before the given deadline.
- (c) The Deferment Form (DF) along with the evidence must be submitted 10 days prior to the submission due date to the Centre Representative (modes A and B) / Programme Leader (mode C) if the participant wishes to apply for a deferment / extension.
- (d) Work which is submitted after the designated deadline is deemed late.

- (e) If an approved DF has been submitted by the original assignment deadline, and the work is received before the extended deadline indicated on the DF, the work will be marked with no limitation of the grade available.
- (f) If the submitted work is late but within 7 days of the deadline, and there is no approved DF, the work is assessed but the highest mark available is the minimum pass mark of 50. There is no entitlement to feedback although feedback may be offered.
- (g) There is no entitlement to submit late after an agreed submission extension;
- (h) If the work is tendered without an approved DF more than 7 days after the deadline, it is not marked, and the participant is considered absent and having failed that module / component; and
- (i) Absent is recorded if neither the course work nor the DF is submitted.

6.8 Compensation

Where a participant marginally fails one module the Board of Examiners may exceptionally exercise its discretion and compensate the failure. The Board of Examiners is authorised to allow compensation in a module provided the overall aggregate marks for the module to be compensated is not less than 45% and where one of the assessed components is not less than 40% (for modules where there are 2 assessed components).

Only ONE (1) compensated pass can be granted by the Board of Examiners.

6.9 Illness or Withdrawal

Where a participant's performance has been adversely affected by illness or other unforeseen circumstances, duly authenticated by evidence, and made known to the Programme Manager and presented to the Board of Examiners, the Board of Examiners may exercise its discretion in a manner appropriate to the case.

The Board of Examiners may agree to set aside the results of the assessment(s) affected by these circumstances and, the participant may be offered the opportunity to retake the assessment(s) on the next available occasion, as if for the first time.

Where a participant's performance, conduct or attendance indicates that they are unlikely to complete the course on which they are engaged, the Board of Examiners may require the participant to withdraw from the programme.

6.10 Duration

The Board of Examiners have the right to terminate any participant who does not successfully complete all the requirements of the programme within 8 months for the Professional Diploma programme taken from the date of commencement of the programme unless the Board of Examiners has granted prior extensions.

6.11 Academic Irregularities

The Board of Examiners will have the right to fail part, or all of the assessments of any participant found guilty of cheating, plagiarism, and collusion, falsifying data, or impersonation (one person impersonating another to gain unfair advantage).

Participants will be required to undertake that material submitted for assessment is their own unaided work. Training will be provided in academic conventions for acknowledging the ideas or quotations from the work of others.

In cases of suspected plagiarism or cheating the participant will be interviewed by the Programme Leader and the findings will be reported to the Board of Examiners, which will decide the appropriate penalty. The work concerned may be set aside or marked down. In serious cases, a participant may be required to withdraw from the programme.

6.12 Participants Appeals

Participants do not have any right of appeal against the academic judgment and processes relating to grading and conferment of awards by the academic and examination board.

6.13 External Examiners/Verifiers

At least one External Examiner/Verifier will be appointed. Appointments will normally be for three years but may be for longer periods.

The External Examiner(s)/Verifier(s) may see any of the assessed work submitted including examination scripts, course work and dissertations.

External Examiners/Verifiers will be subject to the Assessment Regulations above and in particular no recommendation for the conferment of an award may be made without the written consent of the approved External Examiner(s)/Verifier(s). On any matter which the External Examiner(s)/Verifier(s) have declared a matter of principle, the decision of the External Examiner(s)/Verifier(s) shall either be accepted as final by the Board of Examiners.

Plagiarism is where a participant incorporates another person's work by unacknowledged quotation, paraphrase, imitation, or other device in any work submitted for progression towards or the conferment of an award in a way, which suggests that it is the participant's original work.

Where a person has reasonable grounds to suspect plagiarism and judges that it substantially affects the submitted work it is the responsibility of that person to inform the participant's Centre Representative in writing of the nature of the suspicion and to provide relevant supporting evidence.

It is the responsibility of the person or persons assessing the submitted work to complete the marking and record any action taken in the event of suspected plagiarism.

It is the responsibility of the Programme Leader to:

- a) Notify the participant concerned in writing at the earliest appropriate time after a case of plagiarism has been alleged and include a copy of a written statement made by any person, remind the participant of an External Examiner's/Verifier's right to require a viva voce

examination, inform the participant of the procedures to be followed before the Board of Examiners meets to consider the case and to invite him or her to submit a written statement to it by a given deadline.

- b) Inform the Board of Examiners will be considering a case of suspected plagiarism; and
- c) Cause any necessary investigation to be conducted as a matter of urgency and ensure that the Board of Examiners receives all information pertinent to its consideration of the case.

In a case of suspected plagiarism, it is the right and duty of the Board of Examiners to:

- a) Receive all information pertinent to the case in written form or verbal evidence including the submitted work itself.
- b) Seek further advice where appropriate; and
- c) Confirm or reject the accusation of plagiarism; determine its recommendation where it confirms the case according to the circumstances and severity of the case.

The Board of Examiners may recommend that:

- a) The case constitutes plagiarism and the fact that the participant fails with or without the right of resubmission.
- b) The submitted work fails. It will then be the responsibility of the Board of Examiners to determine whether or not this failure in the assessment can be compensated for in the light of the participant's overall performance or whether or not the participant will be required to retake part or all of the elements for progression towards or the conferment of the award;
- c) The participant be penalized by a reduction in the mark for this assessment and/or classification of the award. The Board of Examiners shall then agree to a mark and/or classification; and
- d) The participant is issued with a formal reprimand in writing and a copy of this lodged in the participant's file.

After a meeting of the Board of Examiners it will be the responsibility of the Programme Leader to inform the participant.

7 MODULE SPECIFICATION

7.1 Module 1: Principles of Language Teaching and Learning

Duration: One Month

Credits: 15 Credits

Introduction

This module delves into the Principles of Language Teaching and Learning, offering participants an immersive exploration of effective language acquisition. Comparable to an adventurous quest, it envisions teachers-educators as linguistic pioneers, armed with the map of linguistics, the torch of psychology, and the toolkit of methodology. Sociocultural awareness acts as the bridge, connecting them to diverse cultural landscapes. As this transformative journey unfolds, participants evolve into adept TESOL professionals, ready to navigate the complexities of varied classrooms. The goal is to empower them to impact participants' lives significantly, contributing to a global community of English Language learners—one lesson at a time.

Learning Outcomes

On completion of this module, learners will be able to:

- Examine the structure and essence of language itself, laying the groundwork for effective communication.
- Explore the principles of language acquisition, understanding how learners tick and tailoring your methods for optimal results.
- Examine and apply engaging instructional tools, techniques, and approaches, ready to adapt to diverse learning styles and needs.
- Appreciate the power of sociocultural awareness, connecting with learners from all backgrounds and fostering inclusive classroom environments.
- Acquire the skills to navigate the ever-changing landscapes of varied classrooms, ensuring a dynamic and impactful learning experience.
- Embrace language learning with confidence, contributing to a global community of lifelong learners.

Indicative Content/Areas of Study

- Language Acquisition Theories
- Language Teaching Methodologies
- Language Technology and Learning
- Classroom Management & Assessment
- Curriculum Development & Materials Selection
- Technology Integration in EFL classrooms
- Language and Culture

Teaching and Learning Strategy

This module adopts an interactive, engaging, and self-directed learning approach to equip future TESOL professionals with a nuanced understanding of language acquisition and pedagogy.

Participant-centred learning: Participants actively engage in the learning process through interactive lectures, collaborative discussions and learning activities.

Problem-based learning: Real-world scenarios and challenges encourage participants to apply theoretical knowledge to practical situations, developing critical thinking and decision-making skills.

Self-directed learning: A dedicated learning portal provides access to additional resources, reading materials, and activities for independent study and exploration.

Assessment: A variety of authentic assessments align with learning outcomes, including essay, need analysis report and practical teaching based mini project.

Breakdown of Time: 150 notional Hours

82 hours: Independent learning activities accessed through the learning portal.

10 hours: Online modules with interactive tasks, discussions, and quizzes.

20 hours: Reading assigned texts and research articles.

10 hours: Completing online discussions, and reflective exercises.

20 hours: Offline activities, such as observing language classrooms and designing lesson plan.

8 hours: Asynchronous lectures provided by experienced TESOL experts.

This blended approach fosters a dynamic and engaging learning environment, empowering participants.

Support Resources

The following learning resources to support the learning will include:

Books:

- VanPatten, B.; G.D. Keating and Stefanie Wulff. 2020. *Theories in Second Language Acquisition an Introduction*. Routledge. ISBN 9781138587380
- Peterson, M. And N. Jabbari. 2024. *Frontiers in Technology-Mediated Language Learning*. 1st Edition. Taylor & Francis Group. ISBN 9781032497266
- Linville, H.A. and J. Whiting. 2019. *Advocacy in English Language Teaching and Learning* 1st Edition. Routledge. ISBN 9781138489851
- McCarthy. M. and S. Walsh. 2024. *ELT: The Basics*. Routledge. ISBN 9781032395609
- Mitchell, R.; F. Myles, & E. Marsden. *Second Language Learning Theories*. Fourth Edition. Routledge. ISBN 9781138671416
- Cenoz, J., & D. Gorter. 2024. *The Minority Language as a Second Language. Challenges and Achievements*. Routledge. ISBN 9781032289991

Online resources:

Numerous websites and blogs offer valuable information on language teaching. Some helpful ones include:

- British Council Learn English: <https://learnenglish.britishcouncil.org/>
- TESOL International Association: <https://www.tesol.org/>
- The TEFL Blog: <https://www.tefl.com/blog/>

YouTube channels: Several educational channels offer insightful videos on language teaching. Some recommendations include:

- ELT with Shane: <https://www.youtube.com/channel/UCD1cfNcgSz98mHIsmv56Igg>
- The TEFL Show: <https://www.youtube.com/@TEFLorg>

These materials are prepared and delivered in the English language, and have both, practical and theoretical sections. Carefully designed to accompany the course as bespoke support materials, they are tailored to be the best possible learning support that may be easily accessed and studied through mobile devices.

7.2 Module 2: Advanced Language Skills Development

Duration: One Month

Credits: 15 Credits

Introduction

The Advanced Language Skills Development module is designed to enhance and refine language proficiency to an advanced level. Participants will engage in a comprehensive exploration of various linguistic components, focusing on advanced language skills necessary for effective communication and expression. The module integrates theoretical knowledge with practical applications, fostering critical thinking and linguistic competence.

Learning Outcomes

On completion of this module, learners will be able to:

- Analyse complex structures, diagnose learner errors, and teach with confidence.
- Design stimulating materials for fluency practice, critical thinking, and deeper language exploration.
- Integrate digital tools seamlessly for interactive learning, assessment, and feedback.
- Develop metacognitive skills, encourage self-directed learning, and foster intrinsic motivation.
- Adapt teaching to learners' varied backgrounds, learning styles, and cultural contexts.
- Analyse, evaluate, and synthesize information in English.
- Prepare for real-world interactions and intercultural understanding.

Indicative Content/ Areas of Study

- Developing advanced fluency and accuracy in comprehension and Production across all four language skills
- Mastering advanced grammar and vocabulary
- Understanding and utilizing advanced language teaching methodologies for diverse learners with different learning styles
- Analysing learner errors and implementing effective corrective feedback
- Idiomatic Expressions, Colloquialisms and Cultural Nuances
- Digital and Multimodal Communication Skills
- Developing expertise in a specific area of language teaching

Teaching and Learning Strategy

This module adopts an interactive, engaging, and self-directed learning approach to equip future TESOL professionals with a nuanced understanding of language acquisition and pedagogy.

Participant-centred learning: Participants actively engage in the learning process through interactive lectures, collaborative discussions and learning activities. **Problem-based learning:** Real-world scenarios and challenges encourage participants to apply theoretical knowledge to practical situations, developing critical thinking and decision-making skills.

Self-directed learning: A dedicated learning portal provides access to additional resources, reading materials, and activities for independent study and exploration.

Assessment: A variety of authentic assessments align with learning outcomes, including essay, need analysis report and practical teaching based mini projects.

Breakdown of Time: 150 notional Hours

82 hours: Independent learning activities accessed through the learning portal.

10 hours: Online modules with interactive tasks, discussions, and quizzes.

20 hours: Reading assigned texts and research articles.

10 hours: Completing online discussions, and reflective exercises.

20 hours: Offline activities, such as observing language classrooms and designing lesson plan.

8 hours: Asynchronous lectures provided by experienced TESOL experts.

This blended approach fosters a dynamic and engaging learning environment, empowering participants.

Support Resources

The following learning resources to support the learning will include:

Books:

- Martin Hewings. 2020. *Advanced Grammar in Use 2nd Edition*. Published By the Press Syndicate of The University of Cambridge
- Michael McCarthy Felicity O'DeV. 2019. *Academic Vocabulary in Use Cambridge*. published by Cambridge University Press.
- William Strunk Jr. and E.B. White. 2021 *The Elements of Style fourth edition*. Foreword by Rogell Angell
- Clenton, J., and P. Booth. 2020. *Vocabulary and the Four Skills Pedagogy, Practice, and Implications for Teaching Vocabulary*. 1st Edition. Routledge. ISBN 9780367503284

Online Resources:

- British Council Teach English: <https://www.teachingenglish.org.uk/> (Has a wealth of resources for teachers of English, including lesson plans, activities, and articles)
- TESOL International: <https://www.tesol.org/> (The professional association for TESOL teachers, with resources, conferences, and publications)
- Journal of Language Teaching Research: <https://journals.sagepub.com/home/ltr> (A peer-reviewed journal with articles on current research in language teaching)
- Teaching English Blog: <https://www.teachingenglish.org.uk/> (A blog with practical tips and ideas for English language teachers)
- TED Talks Education: <https://www.ted.com/> (A collection of inspiring talks on education, including some on language teaching)

These materials are prepared and delivered in the English language, and have both, practical and theoretical sections. Carefully designed to accompany the course as bespoke support materials, they are tailored to be the best possible learning support that may be easily accessed and studied through mobile devices.

7.3 Module 3: Assessment and Evaluation in TESOL

Duration: One Month

Credits: 15 Credits

Introduction

The Assessment and Evaluation in TESOL module provides comprehensive exploration of assessment practices in Teaching English to Speakers of Other Languages (TESOL). Participants will delve into the principles and techniques of assessing language proficiency, designing effective evaluation tools, and interpreting assessment results. The module aims to equip teachers-educators with skills needed to create fair, valid, and reliable assessments that inform language teaching and learning.

Learning Outcomes

Upon completion of this module, participants will be able to:

- Critically analyse and employ diagnostic, formative, and summative assessment methods within the TESOL context.
- Master the design and implementation of valid and reliable assessments aligned with language teaching methodologies and learning outcomes.
- Enhance feedback skills to provide meaningful and actionable information that guides participants towards language mastery.
- Examine and evaluate diverse language teaching methodologies, including their impact on assessment strategies.
- Refine skills in interpreting and utilizing assessment data to inform effective teaching decisions and curriculum development.

Indicative Content/ Areas of Study

- Diagnostic Assessment
- Formative vs. Summative Assessment
- Designing Effective Assessments
- Validity and Reliability in Assessment
- Feedback for Learning: Techniques and strategies for effective, targeted, and motivating feedback.
- Technology in Assessment: Leveraging digital tools to enhance assessment validity, efficiency, and participant engagement.
- Assessing Communicative Competence: Measuring real-world language use across various language skills and methodologies.
- Analysing and Interpreting Assessment Data

Teaching and Learning Strategy

This module adopts an interactive, engaging, and self-directed learning approach to equip future TESOL professionals with a nuanced understanding of language acquisition and pedagogy.

Participant-centred learning: Participants actively engage in the learning process through interactive lectures, collaborative discussion and learning activities.

Problem-based learning: Real-world scenarios and challenges encourage participants to apply theoretical knowledge to practical situations, developing critical thinking and decision-making skills.

Self-directed learning: A dedicated learning portal provides access to additional resources, reading

materials, and activities for independent study and exploration.

Assessment: A variety of authentic assessments align with learning outcomes, including essay, need analysis report and practical teaching based mini projects.

Breakdown of Time: 150 notional Hours

82 hours: Independent learning activities accessed through the learning portal.

10 hours: Online modules with interactive tasks, discussions, and quizzes.

20 hours: Reading assigned texts and research articles.

10 hours: Completing online discussions, and reflective exercises.

20 hours: Offline activities, such as observing language classrooms and designing lesson plan.

8 hours: Asynchronous lectures provided by experienced TESOL experts.

This blended approach fosters a dynamic and engaging learning environment, empowering participants.

Support Resources

The following learning resources to support the learning will include:

Books:

- Mirizon, S., Wadham, B., & Curtis, D. (2019). Integrated Content and Language Instruction: Lecturers' Views and Classroom Instructional Practices. Publication Australian Journal of Teacher Education, 44(3).
- Meagan Driver. 2022. Emotion-Laden Texts and Words the Influence of Emotion on Vocabulary Learning for Heritage and Foreign Language Learners Michigan. State University, East Lansing, Mi, USA
- Edited by Christine Coombe, Peter Davidson, Barry O' Sullivan, Stephen Stoyhoff, 2020. Publication The Cambridge Guide to Second Language Assessment. Published by Cambridge University Press
- Edited by Dina Tsagari. 2020. Language Assessment Literacy: From Theory to Practice. Cambridge Scholars Publishing

Websites:

- British Council Teaching English: <https://www.teachingenglish.org.uk/>
- TESOL International Association: <https://www.tesol.org/>
- Cambridge English Assessment: <https://www.cambridgeenglish.org/>
- National Council on Measurement in Education:
https://en.wikipedia.org/wiki/National_Council_on_Measurement_in_Education

These materials are prepared and delivered in the English Language and have both, practical and theoretical sections. Carefully designed to accompany the course as bespoke support materials, they are tailored to be the best possible learning support that may be easily accessed and studied through mobile devices.

7.4 Module 4A: Teaching English for Specific Purposes (TESP)

Duration: One Month

Credits: 15 Credits

Introduction

The Teaching English for Specific Purposes (TESP) module is designed to equip teachers- educators with the knowledge and skills necessary for effectively teaching English in specialised contexts. Participants will explore methodologies, materials, and assessment strategies tailored to meet the language needs of learners in specific fields. The module emphasizes practical applications and reflective teaching practices to enhance language instruction in various professional settings.

Learning Outcomes

Upon completion of this module, participants will be able to:

- Understand the principles and theories underlying Teaching English for Specific Purposes (TESP) including learner needs assessment, material development, and programme evaluation.
- Identify and categorize different TESP contexts where learners will explore various vocational and academic domains where English language skills are crucial.
- Conduct needs assessments and analyse authentic materials whereby participants will master techniques for identifying learner's specific language needs and goals and analysing relevant discourse patterns and genres.
- Design, develop and adapt engaging materials and lessons that cater to the language needs of learners in specific professional domains.
- Master essential TESOL teaching methodologies by employing a variety of techniques like task-based learning, content-based instruction, and skill-focused activities to cater to learners' specific needs.

Indicative Content/ Areas of Study

- Introduction to Teaching English for Specific Purposes (TESP)
- Needs Analysis and Learner Characteristics
- Materials Development and Selection in TESP.
- Designing TESP Curricula and Syllabi
- Essential TESP Teaching Skills: Task-based learning, content based- instruction, communicative approaches, skills development techniques.
- Assessment in TESP: Designing formative and summative assessment, rubrics, and evaluation methods aligned with learning goals.
- Language Skills for Specific Purposes: Grammar, vocabulary, pronunciation, and writing strategies tailored to different domains.
- Emerging Trends and Challenges in TESP: Globalization, technological advancements, and ethical considerations in TESP teaching.

Teaching and Learning Strategy

This module adopts an interactive, engaging, and self-directed learning approach to equip future TESOL professionals with a nuanced understanding of language acquisition and pedagogy.

Participant-centred learning: Participants actively engage in the learning process through interactive lectures, collaborative discussions and learning activities.

Problem-based learning: Real-world scenarios and challenges encourage participants to apply theoretical knowledge to practical situations, developing critical thinking and decision-making skills.

Self-directed learning: A dedicated learning portal provides access to additional resources, reading

materials, and activities for independent study and exploration.
Assessment: A Reflective Learning Journal supported by artefacts/ evidence

Breakdown of Time: 150 notional Hours

82 hours: Independent learning activities accessed through the learning portal.
10 hours: Online modules with interactive tasks and quizzes.
20 hours: Reading assigned texts and research articles.
20 hours: Reflective exercises and journaling
10 hours: Offline activities, such as observing language classrooms and designing lesson plan.
8 hours: Asynchronous lectures provided by experienced TESOL experts.

This blended approach fosters a dynamic and engaging learning environment, empowering participants.

Support Resources

The following learning resources to support the learning will include:

Books:

- Donadio, P. (2019). Special languages vs. languages for special purposes: What is in a name? *International Journal of Language Studies*, 13(4), 31-42.
- Kevin M. Kendrick. 2021. *Developing the Text-Based Writing Instructional Capacity of Middle School Teachers*. A Dissertation Submitted to Johns Hopkins University
- Edited by Brian Tomlinson. 2023. *Developing Materials for Language Teaching*. Bloomsbury Publishing.
- Jonathan M. Newton, I. S. P. Nation. 2020. *Teaching ESL/EFL Listening and Speaking*. Published by Taylor & Francis.

Websites:

- British Council Teaching English: <https://www.teachingenglish.org.uk/>
- TESOL International Association: <https://www.tesol.org/>
- Cambridge English Assessment: <https://www.cambridgeenglish.org/>
- National Council on Measurement in education:
https://en.wikipedia.org/wiki/National_Council_on_Measurement_in_Education

These materials are prepared and delivered in the English Language, and have both, practical and theoretical sections. Carefully designed to accompany the course as bespoke support materials, they are tailored to be the best possible learning support that may be easily accessed and studied through mobile devices.

7.5 Module 4B: Teaching English for Young Learners (TEYL)

Duration: One Month

Credits: 15 Credits Introduction

The Teaching English for Young Learners (TEYL) module is designed to provide teachers- educators with the essential knowledge, tools and skills required to effectively teach English to children and help create a nurturing and engaging learning environment that sparks curiosity, ignites imagination, and lays the foundation for lifelong language acquisition in young minds. Furthermore, participants will explore developmentally appropriate methodologies, materials, and assessment strategies tailored to the unique learning needs of young language learners.

Learning Outcomes

Upon completion of this module, participants will be able to:

- Grasp the theoretical foundations of TEYL where participants will understand the unique developmental needs and characteristics of young learners, including cognitive, social, emotional, and physical aspects.
- Master effective TEYL methodologies, employing a variety of age-appropriate and learner-centred approaches.
- Design and deliver captivating TEYL lesson plans that are thematically rich, incorporating sensory experiences, promote active participation, and cater to diverse learning styles.
- Design appropriate assessments and assess young learners' progress.
- effectively and provide valuable feedback for both learners and teachers.

Indicative Content/ Areas of Study

- Introduction to Teaching English to Young Learners.
- Understanding Young Learners
- Creating a Nurturing TEYL Environment
- Effective TEYL Methodologies
- Lesson Planning for TEYL
- Communication Skills for TEYL teachers
- Assessment and Feedback in TEYL
- The Joys and Challenges of TEYL

Teaching and Learning Strategy

This module adopts an interactive, engaging, and self-directed learning approach to equip future TESOL professionals with a nuanced understanding of language acquisition and pedagogy.

Participant-centred learning: Participants actively engage in the learning process through interactive lectures, collaborative discussions and learning activities.

Problem-based learning: Real-world scenarios and challenges encourage participants to apply theoretical knowledge to practical situations, developing critical thinking and decision-making skills.

Self-directed learning: A dedicated learning portal provides access to additional resources, reading materials, and activities for independent study and exploration.

Breakdown of Time: 150 notional Hours

82 hours: Independent learning activities accessed through the learning portal.

10 hours: Online modules with interactive tasks, discussions, and quizzes.

20 hours: Reading assigned texts and research articles.

10 hours: Completing online discussions, and reflective exercises.

20 hours: Offline activities, such as observing language classrooms and designing lesson plan.

8 hours: Asynchronous lectures provided by experienced TESOL experts.

This approach fosters a dynamic and engaging learning environment, empowering participants.

Support Resources

The following learning resources to support the learning will include:

Books:

- Shauer, G.A. 2019. Teaching and Learning English in Primary School. Switzerland: Springer Nature,
- Benjamins, J. 2023. Language Teaching for Young Learners. Volume 5, Issue 2. John Benjamins Publishing Company.
- Morgan, Ann. 2019. Teaching English Language Learners: A Handbook for Elementary Teachers. New York: Rowman and Littlefield.
- Rod Ellis. 2019. The importance of learner engagement in language learning. TESOL Journal
- Kolb, A. & M. Schocker. 2021. Teaching English in the Primary School A task-based introduction for pre- and in-service teachers Berlin: Kallmeyer
- Donadio, P. (2019). Special languages vs. languages for special purposes: What is in a name? International Journal of Language Studies, 13(4), 31-42.
- Edited by Brian Tomlinson. 2023. Developing Materials for Language Teaching. Bloomsbury Publishing.
- Jonathan M. Newton, I. S. P. Nation. 2020. Teaching ESL/EFL Listening and Speaking. Published by Taylor & Francis.

Websites:

- British Council Teaching English: <https://www.teachingenglish.org.uk/>
- TESOL International Association: <https://www.tesol.org/>
- Cambridge English Assessment: <https://www.cambridgeenglish.org/>
- National Council on Measurement in Education: https://en.wikipedia.org/wiki/National_Council_on_Measurement_in_Education

These materials are prepared and delivered in the English Language, and have both, practical and theoretical sections. Carefully designed to accompany the course as bespoke support materials, they are tailored to be the best possible learning support that may be easily accessed and studied through mobile devices.

7.6 Module 4C: Teaching English for Academic Purposes (TEAP)
Duration: One Month
Credits: 15 Credits

Introduction

This module will introduce you to the theory and practice of Teaching English for Academic Purposes. Participants will explore the unique language needs of learners who are studying or preparing to study in higher education. Through critical analysis and engaging activities, you will develop the knowledge and skills required to design and deliver effective TEAP lessons across the language skills of reading, writing, speaking, and listening. This module will also equip participants with essential assessment techniques and resources for supporting participant success in academic contexts.

Learning Outcomes:

- Critically analyse the key concepts and principles of TEAP.
- Identify the specific language demands of diverse academic disciplines.
- Design and implement engaging and effective TEAP lessons aligned with learners' needs.
- Develop, apply appropriate assessment, and feedback strategies for TEAP contexts.
- Utilize a range of resources and materials to enhance TEP learning.

Indicative Content/ Areas of Study

- Introduction to TEAP
- Academic Literacy
- Disciplinary-Specific Language
- Advanced Academic Reading Skills
- Advanced Academic Writing Skills
- Advanced Academic Speaking Skills
- Advanced Academic Listening Skills
- Materials Development and Assessment in TEAP

Teaching and Learning Strategy

This module adopts an interactive, engaging, and self-directed learning approach to equip future TESOL professionals with a nuanced understanding of language acquisition and pedagogy.

Participant-centred learning: Participants actively engage in the learning process through interactive lectures, collaborative discussion and learning activities.

Problem-based learning: Real-world scenarios and challenges encourage participants to apply theoretical knowledge to practical situations, developing critical thinking and decision-making skills.

Self-directed learning: A dedicated learning portal provides access to additional resources, reading materials, and activities for independent study and exploration.

Assessment: A variety of authentic assessments align with learning outcomes, including essay, need analysis report and practical teaching based mini projects.

Breakdown of Time: 150 notional Hours

- 82 hours: Independent learning activities accessed through the learning portal.
- 10 hours: Online modules with interactive tasks, discussions, and quizzes.
- 20 hours: Reading assigned texts and research articles.
- 10 hours: Completing online discussions, and reflective exercises.
- 20 hours: Offline activities, such as observing language classrooms and designing lesson plan.
- 8 hours: Asynchronous lectures provided by experienced TESOL experts.

This blended approach fosters a dynamic and engaging learning environment, empowering participants.

Support Resources

The following learning resources to support the learning will include:

Books:

- Michael James Grenfell. 2021. Strategy-Instruction and strategy clustering in the development of young learners' reading skills. Publication. Ozge Razi
- Sharina Munggaraning Westhisi. 2020. Teaching English to Young Learners: Students' Interference on Pre-Reading Skill in Preparing School Readiness. Published by Atlantis Press
- Alek Alek, Tuyen Van Nguyen, Syarifuddin Dollah. 2023. Assessing the Nexus of EFL Learners' Academic Self-concept and Their Formal English Vocabulary Knowledge. Publication International Journal of Language Education
- Karunia Eka Nafilatul Janah. 2021. Investigating the Implementation of Classroom Assessment by Novice English Teachers. Publication Journal of English Language Teaching

Websites:

- British Council Teaching English: <https://www.teachingenglish.org.uk/>
- TESOL International Association: <https://www.tesol.org/>
- Cambridge English Assessment: <https://www.cambridgeenglish.org/>
- National Council on Measurement in Education: https://en.wikipedia.org/wiki/National_Council_on_Measurement_in_Education
- BALEAP (British Association for Language Teaching for Adults) <https://www.baleap.org/>

These materials are prepared and delivered in the English Language, and have both, practical and theoretical sections. Carefully designed to accompany the course as bespoke support materials, they are tailored to be the best possible learning support that may be easily accessed and studied through mobile devices.