

# **Level 6 Diploma in TESOL (RQF) Teach English to the World**



**Notting Hill College**





**Notting Hill College**

**Head Office**

**Notting Hill College Manchester**

Peter House, 9<sup>th</sup> Floor, Oxford Street,  
Manchester, Greater Manchester, M1 5AN  
United Kingdom  
Tel: +44 161 637 5960  
Mobile: +44 7404115914  
Fax: +44 1613327725

# **TQUK TESOL Diploma Level 6 Handbook**

***Qualification Number: 603/0600/2***



### Introduction to the Qualification

The TQUK Level 6 Diploma in Teaching English to Speakers of Other Languages (RQF) is regulated by Ofqual. The qualification was developed in association with the London Teacher Training College.

### Qualification Purpose

The TQUK Level 6 Diploma in Teaching English to Speakers of Other Languages (RQF) is designed to encourage the acquisition and development of professional knowledge and expertise.

### The aims of the qualification are

- To enhance teachers' knowledge of contextual issues concerning the teaching of English to speakers of other languages.
- To refine and extend their ability to employ a variety of practical skills.
- To develop their knowledge and skills to a point where they become effective practitioners in a range of TESOL teaching situations without supervision.
- To recognize and confirm their achievements in the above areas.
- To extend their motivation and inform their strategies for continuing professional development.
- To contribute to the development internationally of TESOL as a mature, qualified and regulated profession and act as a benchmark for employers and others with concern for the quality of TESOL.
- To enable teachers to develop their career paths by seeking promotion to senior posts, materials development and teacher training, etc.

### Entry Requirements

The qualification is suitable for learners of 19 years of age and above.

All trainee teachers should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and, where applicable, agree an action plan to address them. Where trainee teachers have already undertaken an initial assessment of their English, mathematics and ICT skills, their record of development needs and any previous action taken to address them should be reviewed and updated as required.

### Progression

Successful learners can progress to other qualifications such as:

Level 6 Diploma in Teaching HE programmes in education or related subjects

### Structure

Learners must achieve four mandatory units

Title	Unit ref.	Level	Guided Learning	Contribution to TQT	Credit
-------	-----------	-------	-----------------	---------------------	--------



			Hours		
Language theory	J/615/2598	6	40	93	9
Language teaching methodology	T/615/2547	6	40	93	9
Classroom planning and organization	M/615/2739	6	40	93	9
Linguistics and language teaching	M/615/2742	6	40	93	9

### Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 372 hours.

### Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

### Assessment

The qualification is assessed by internally set assignments and marked including essays and case studies assessments subject to external quality assurance.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a Pass - there is no grading

### Useful Websites

Office of Qualifications and Examinations Regulation <http://www.ofqual.gov.uk/>

Register of Regulated Qualifications <http://register.ofqual.gov.uk/>

London Teacher Training College <http://www.teachenglish.co.uk/>

Excellence Gateway <http://www.excellencegateway.org.uk/>

National Research and Development Centre for Adult Literacy and Numeracy  
<http://www.nrdc.org.uk/>

Department for Education <http://www.education.gov.uk/>

Education and Training foundation <http://www.et-foundation.co.uk/>

**For further details regarding approval and funding eligibility please refer to the following websites:**

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/>

Funding information for 19+ learners in England



Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

## Units of Assessment

### Unit 1

Title:	Language theory J/615/2598
Level:	6
Credit value:	9
Guided learning hours:	40
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to evaluate the nature, range and scope of language.	1.1. Analyse and define what is meant by appropriateness in language use. 1.2. Define and analyse the nature of language and communication. 1.3. Define and analyse the purpose of language.
2. Be able to differentiate between the different varieties of language.	2.1. Demonstrate, with examples, how language varies according to the context in which it is spoken or written. 2.2. Compare and contrast how language varies, historically, socially and geographically. 2.3. Compare and contrast how language varies according to registers. 2.4. Distinguish how language varies according to who the participants are - their age, sex or status, group identity and their roles in the 'speech situation' 2.5. Compare and contrast how language varies according to topic, setting and medium. 2.6. Select and justify a teaching mode.
3. Be able to analyse what constitutes error in language.	3.1. Analyse a range of errors in appropriate uses of language selection.
4. Understand how language is acquired.	4.1. Describe how children acquire their mother tongue. 4.2. Review the stages of first language acquisition.
5. Demonstrate a critical awareness of which methodologies can be used to teach English.	5.1. Assess the merits of methods of language teaching. 5.2. Review formal approaches to informal approaches. 5.3. Produce a comparison of direct method and communicative teaching.
6. Understand the	6.1. Formulate and justify the principles on which foreign





principles on which modern language teaching is based.	language teaching is based.
--	-----------------------------

## Unit 2

Title:	Language teaching methodology T/615/2547
Level:	6
Credit value:	9
Guided learning hours:	40
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to appraise the aids available to the language teacher.	1.1. Evaluate aids for the teaching of language. 1.2. Evaluate the place of drills in modern classrooms. 1.3. Devise ways of exploiting the black/white board.
2. Be able to explore and describe many of the techniques for using them teaching aids.	2.1. Describe and evaluate the use of teaching aids. 2.2. Design a substitution table for oral/written drilling. 2.3. Evaluate question types. 2.4. Draw conclusions on the place of dialogues, role play and drama in teaching English.
3. Understand how the aids and techniques can be used to do this support the teaching of language.	3.1. Explain the range of visual aids available to the language teacher, and how they can be used in the classroom, including their suitability for different learners. 3.2. Devise ways of exploiting Realia. 3.3. Devise ways of exploiting pictures and charts. 3.4. Devise ways of exploiting songs and rhymes. 3.5. Devise ways of exploiting games and puzzles. 3.6. Analyse the use of electric and electronic aids.
4. Understand what is involved in developing language skills.	4.1. Explain the application of the techniques used to improve fluency in the four skills. 4.2. Compare and contrast the differences between extensive and intensive listening. 4.3. Appraise the use of stories, comprehension passages and dictation in the development of listening skills. 4.4. Compare and contrast the differences between productive and receptive language skills. 4.5. Analyse approaches for teaching the script. 4.6. Analyse and assess the ways of exploiting texts.



### Unit 3

Title:	Classroom planning and organisation M/615/2739
Level:	6
Credit value:	9
Guided learning hours:	40
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand factors affecting teaching aims.	1.1. Define the teaching aims and general course aims for a particular specific teaching situation. 1.2. Compare and differentiate teaching aims with course aims and also learner aims.
2. Be able to apply knowledge and criteria in syllabus design.	2.1. Explain the function of different types of syllabi including: <ul style="list-style-type: none"><li>• structural</li><li>• functional</li><li>• situational</li><li>• skills based</li><li>• task based</li><li>• Content based.</li></ul> 2.2. Rank the syllabus types and designate one or two syllabus types as dominant and one or two as secondary. 2.3. Apply practical guidelines to design and create a syllabus including explanations of: the purpose and desired outcomes the type of syllabus and how the choice was made evaluation of available resources.
3. Be able to implement a procedure for evaluating textbooks and other resources.	3.1. Evaluate and compare different types of course books taking into account the: <ul style="list-style-type: none"><li>• syllabus</li><li>• cost</li><li>• durability</li><li>• appeal</li><li>• versatility</li></ul> 3.2. Create a checklist based on appropriate criteria for evaluation of course books. 3.3. Evaluate other available resources
4. Understand the role of the teacher and have a	4.1. Examine the role of an EFL/ESL teacher in a variety of teaching situations.



basis for self-evaluation.	<p>4.2. Analyse the relationships between teacher and learner.</p> <p>4.3. Relate classroom activities to teacher roles.</p>
----------------------------	--

5. Be able to appraise different modes of classroom interaction to lesson planning.	<p>5.1. Analyse various modes of classroom interaction including group and pair work/ individual work.</p> <p>5.2. Incorporate types of student/teacher/, student /student interaction into lesson plans.</p> <p>5.3. Justify modes of interaction in a sample lesson plan.</p>
6. Be able to plan effective lessons a scheme of work.	<p>6.1. Prepare a scheme of work to include:</p> <ul style="list-style-type: none"> <li>• Length of time available</li> <li>• Target/learner group</li> <li>• Relationship to chosen syllabus</li> <li>• Available resources</li> <li>• Internal and external constraints</li> </ul>
7. Be able to draw on own creativity and exposure to lesson plans in order to produce effective and appropriate plans for language teaching.	<p>7.1. Produce lesson plans and schemes of work appropriate to theoretical target learners with additional analysis of content.</p> <p>7.2. Design lesson plans to demonstrate consideration of error analysis, phonology, vocabulary selection and sentence complexity within the lesson plans</p>
8. Be able to analyse, assess and apply techniques to evaluate own teaching.	<p>8.1. Justify the content and aims of the lesson plans produced.</p> <p>8.2. Evaluate the effectiveness and appropriateness of the lesson plans produced.</p>

## Unit 4

Title:	Linguistics and language teaching M/615/2742
--------	---





Level:	6
Credit value:	9
Guided learning hours:	40
Learning outcomes The learner will: 1. Be able to discuss and address the main concerns in language learning.	Assessment criteria The learner can: 1.1. Produce a critique of the processes involved and knowledge required in language teaching and learning. 1.2. Analyse the process of acquisition of communicative grammar. 1.3. Formulate procedures to assist learners to develop communicative competence.
2. Be able to select and apply a range of linguistic terms and categories.	2.1. Produce an analysis of the metalanguage of linguistics. 2.2. Demonstrate knowledge of place and manner of articulation.  2.3. Distinguish between phonetics and phonology. 2.4. Categorise grammatical and lexical items. 2.5. Analyse sentence complexity through theory of transformational grammar.
3. Understand the use of linguistic texts with confidence.	3.1. Analyse and manipulate texts for language teaching purposes. 3.2. Analyse the morphology of lexis. 3.3. Produce criteria for selection of lexis.
4. Be able to relate linguistic theory to the practice of teaching.	4.1. Incorporate the teaching of phonology and phonetics into lesson design. 4.2. Compose phonetic transcriptions.



**Notting Hill College**

**Head Office**

NottingHill College Manchester  
Peter House, 9th Floor, Oxford Street, Manchester,  
Greater Manchester, M1 5AN  
United Kingdom  
Telephone: +44161 637 5960  
Mobile: +44 7404115914  
FAX: +44 1613327725