What will I learn in Module One?
This module focuses on extending and developing candidates’ knowledge and understanding of teaching and learning English in a range of contexts.

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<th>Topics</th>
<th>Content</th>
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| 1. Theoretical perspectives on language acquisition and language teaching | • Historical and current theories of first and second language acquisition  
• How these theories influence teaching methodologies. |
| 2. Different teaching approaches and methodologies, including current developments | • Teaching methodologies, both mainstream and experimental  
• The effectiveness of these methodologies in different learning environments. |
| 3. Language systems and learners’ linguistic problems | • Features of language systems (e.g. meaning, form, pronunciation and use)  
• Teaching methodology choices in language systems. |
| 4. Language skills and learners’ problems          | • Features of language skills (e.g. the subskills and strategies needed by learners)  
• Teaching methodology choices in language skills. |
| 5. Knowledge of resources, materials and reference sources for language learning | • The practical uses of a range of resources in a range of teaching contexts. |
| 6. Key assessment concepts and terminology         | • How to apply key assessment principles, such as validity and reliability, to classroom-based assessment. |
What will I learn in Module Two?
This module focuses on developing awareness and expertise in the principles and professional practice of teaching English in a range of contexts.

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<th>Topics</th>
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| 1. The language learner and the language learning context | • Adapting teaching for different abilities, motivations and learning styles  
• Applying knowledge and understanding of factors affecting teaching to your practice. |
| 2. Preparation for teaching English language learners | • Planning lessons that actively engage all learners  
• Choosing methodologies and materials, with reference to underpinning theories and principles. |
| 3. Evaluating, selecting and using resources and materials for teaching purposes | • Developing selection criteria to choose materials  
• Creating resources for different learning contexts  
• Evaluating the effectiveness of materials used. |
| 4. Managing and supporting learning               | • Creating a constructive learning atmosphere  
• Using a range of teaching and learning strategies which are appropriate to learners’ needs and context  
• Giving appropriate feedback to all learners on their progress. |
| 5. Evaluation of lesson preparation and teaching  | • Developing evaluation criteria to judge the effectiveness of preparation and teaching  
• Using evaluation feedback to improve lesson planning and teaching  
• Developing critical reflection skills to identify areas for ongoing professional development. |
| 6. Observe and evaluate other teachers’ lessons   | • Evaluating other teachers’ lessons using knowledge of teaching and learning strategies  
• Providing supportive and constructive feedback to other teachers. |
| 7. Professionalism and opportunities for professional development | • Reflecting on feedback to develop as a teacher  
• Reflecting on the standards of professional practice  
• Engaging in Continuing Professional Development  
• Identifying possible career paths and specialisms. |
What will I learn in Module Three Option One?

This module focuses on needs analysis, syllabus design, course planning and assessment. You will carry out an independent investigation, leading to the design of a course programme related to one of the following specialisms:

- Business English
- Content and Language Integrated Learning (CLIL) / Embedded ESOL
- English for Academic Purposes
- English for Specific Purposes
- ESOL learners with literacy needs
- Language development for teachers
- Language support (e.g. on mainstream teaching programmes, specialist skills support)
- Teaching English to learners with special requirements, e.g. visual/ hearing impairment, dyslexia, autistic spectrum disorders (ASD)
- Teaching examination classes
- Teaching in a non-English-speaking environment
- Teaching in an English-speaking environment
- Teaching learners online, or through distance/blended learning
- Teaching monolingual classes
- Teaching multilingual classes
- Teaching one-to-one
- Teaching young learners or young adults (specified age group required, within a 5-year range e.g. 8–13, 14–19).

<table>
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<tr>
<th>Topics</th>
<th>Successful candidates can...</th>
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</table>
| 1. Research into specialist areas | • Present an informed discussion of the context and needs of learners in their selected specialism.  
• Summarise the principles and theories of teaching which are specific to the selected specialism.  
• Apply knowledge and understanding of the selected specialist area to plan for and assess learners in the chosen specialism. |
| 2. Syllabus design: principles, influences on, methodological effects of, and major syllabus types as applied to the specific learning context | • Critically evaluate approaches to syllabus design, including their theoretical base, in relation to the broader curriculum and to the specific learning/teaching context selected by the candidate.  
• Evaluate and critically assess the influence of major theories of second language acquisition on the design of major types of syllabus in ELT and their influence on course provision.  
• Select and develop criteria for judging the suitability of different types of syllabus for stated teaching and the specific learning context.  
• Describe the influence of syllabus design on English Language Teaching (ELT) methodology. |
| 3. Designing syllabus and teaching programmes to meet the needs of learners in the specific context of their selected specialism | • Design and plan the implementation of syllabuses and courses for a stated teaching context and group of learners.  
• Critically evaluate, adapt, design and conduct a variety of needs analyses to inform syllabus and teaching programmes. |
| 4. Course design and development in the specific context of their selected specialism | • Apply knowledge of needs analysis and syllabus design to designing a course for a selected group of learners.  
• Prepare a scheme of work based on the course outlined.  
• Select or outline appropriate materials for the course. |
5. The principles and practice of testing and assessment and application to the candidate’s specialist area

- Describe and explain major principles involved in testing, test design, and different types of assessment.
- Apply these principles to the planning and/or design and use of assessment schemes, methods and instruments that are fair, valid, reliable, sufficient and appropriate for specific learners, using ICT where appropriate.
- Select, adapt and create valid classroom tests and other forms of informal assessment appropriately.
- Evaluate and interpret the results of classroom tests appropriately.

6. Monitoring and evaluating the effectiveness and quality of courses and programmes of study

- Select, adapt and create appropriate assessment tools (including formal tests and exams) and methods in order to monitor and evaluate the effectiveness and quality of courses and programmes of study.

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**What will I learn in Module Three Option Two?**

This module focuses on situation analysis, planning and implementing change.

You will carry out an independent situation analysis, leading to the design of a change proposal in one of the following specialisms:

- Academic management
- Human resource management
- Customer service
- Marketing
- Customer service
- Marketing

To successfully complete this module, you will need to have access to management data from a relevant language teaching context.

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### Topics

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<tr>
<td><strong>Research into specialist areas</strong></td>
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<td>• Summarise the principles and theories of management which are relevant to the selected specialism.</td>
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<tr>
<td>• Apply knowledge and understanding of the selected specialism to plan for implementing an initiative in their language teaching operation (LTO).</td>
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<tr>
<td>• Present an informed discussion of the context and institutional needs in their selected specialism.</td>
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<tr>
<td><strong>Management: principles and applications</strong></td>
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<td>• Summarise the main approaches to management.</td>
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<td>• Distinguish between leadership and management.</td>
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<td>• Evaluate approaches to decision making.</td>
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<td>• Review and evaluate motivational theories.</td>
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<td>• Review elements of organisational structure.</td>
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<td>• Identify factors which influence organisational culture.</td>
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<td>• Critically evaluate alignment of professional and commercial interests in their LTO.</td>
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<td>• Relate professional concerns to the LTO’s duty of care to stakeholders.</td>
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<td>• Apply management concepts to characterisation of management in their LTO.</td>
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### 3. Principles and procedures of the specialism and their application in the LTO
- Describe the principles underlying the selected specialism.
- Describe the key procedures used in the selected specialism.
- Evaluate the application of these procedures in their LTO.
- Use research or survey data to identify needed improvement in the selected specialism.

### 4. Designing management initiative to meet the requirements of the specific context
- Apply knowledge of context and organisational structure to complete a situation analysis.
- Apply knowledge of management principles and processes to identify a gap in the practices in the selected specialism in the LTO.
- Define the goals of an initiative to fill the gap.

### 5. Implementing the initiative in the LTO
- Apply knowledge of change management principles to planning the initiative.
- Use project management as a basis for planning implementation.
- Apply relevant procedures from the selected specialism in the proposed initiative.

### 6. Monitoring and evaluating the implementation of the initiative
- Check progress in implementing the project.
- Evaluate outcomes.