

EDI Certificate in Teaching English as a Foreign Language

Cert TEFL

Accredited by QCA

Why choose the EDI CertTEFL?

- Gain a high standard Level 4 (NQF) qualification
- Understand the essential aspects of an EFL teacher's role
- Organise and manage effective learning
- Develop professionally through ongoing reflection and evaluation
- Progress to a Level 5 Diploma in Teaching English to Speakers of Other Languages (Dip TEFL)
- Live and work abroad, helping others to learn
- Gain valuable presentation skills
- Travel and teach
- Understand the structure of the English language



EDI Certificate in Teaching English to Speakers of Other Languages

Education Development International (EDI) is a leading international awarding body that was formed through the merger of the London Chamber of Commerce and Industry Examinations Board (LCCIEB) and a leading online assessment provider (GOAL). EDI now delivers LCCI International qualifications (LCCI IQ) through a network of over 4000 registered centres in more than 100 countries worldwide. Our range of business-related qualifications are trusted and valued by employers worldwide and recognised by universities and professional bodies.

Rationale

The EDI Certificate in Teaching English as a Foreign Language (Cert TEFL) is a Level 4 qualification (UK NQF equivalent) designed for people who have little or no experience of teaching English as a Foreign Language (EFL) but who wish to embark on a career as an EFL teacher. The EDI Cert TEFL is a highly practical course designed to provide candidates with the initial skills they need for teaching English to adult students of other languages. Achievement of the EDI Cert TEFL will confirm that candidates have a good understanding of the essential aspects of the EFL teacher's role, can organise and manage effective learning and have developed professionally through on-going reflection and evaluation.

Aims

The aims of the EDI Cert TEFL are that by the end of the course, candidates will be able to:

- evaluate the communicative needs of classes of adult speakers of other languages (both at higher and lower levels)
- meet these needs through effective teaching, and
- evaluate how effectively they are meeting these needs.

Assessment objectives

The EDI Cert TEFL course will assess a candidate's ability to:

- conduct a needs analysis of target learners
- plan effective lessons
- implement lesson plans effectively
- manage a class effectively
- understand the basic principles of effective language teaching
- implement the basic principles of effective language teaching
- understand the basic principles of effective skills teaching
- implement the basic principles of effective skills teaching
- evaluate the efficiency of the teaching and learning

Opportunities for Progression

On completion of this qualification candidates could:

- Progress to a Level 5 Diploma in Teaching English to Speakers of Other Languages (Dip TEFL)
- Become a qualified Teacher of Business English by taking the LCCI Further Certificate in Teaching Business English (FTBE) and gaining the EDI Certificate in Teaching Business English (Cert TEB) qualification

Entry Requirements

In order to register for the EDI Cert TEFL qualification, candidates must possess the qualifications required for entry to higher education in the UK (NQF level 3) or their own country.

If English is not the candidate's first language then they should possess an English language qualification at CEF level C2 or equivalent.

Unit structure

The EDI Cert TEFL has a unitised structure consisting of 6 mandatory units. The content of each unit is presented in this document in the form of a list of syllabus topics and associated learning outcomes, followed by the unit assessment criteria. The syllabus topics and learning outcomes for this qualification have been broadly mapped to the LLUK overarching professional standards and standards for teachers of EFL and are structured as follows:

Unit 1: Teaching and learning in an EFL context

Unit 2: Developing teaching skills and managing the learning environment

Unit 3: Teaching language

Unit 4: Teaching language skills

Unit 5: Planning and evaluation

Unit 6: Assessment of learners

Delivery and Contact Hours

EDI recommends that 120 Guided Learning Hours (GLHs) provide a suitable duration for the Cert TEFL course. This figure includes direct contact hours as well as other time when candidates' work is being supervised by the course teachers. Ultimately, however, it is the centres responsibility to determine the appropriate course duration based on their candidates' skills, ability and level of existing knowledge. In addition to the GLHs, candidates are also expected to complete an appropriate amount of self directed study. This self directed study may include background reading, written assignments and other "homework" assignments set by the centre. Candidates must also complete 6 hours of observed and assessed teaching practice and 4 hours of teaching observation.

Examples of Teaching and Learning Strategies

The programme should be a good model for trainees in that a wide range of methods and strategies should be used for both teaching and learning. There should be appropriate opportunities to include many of the following methods and strategies:

- Presentation/demonstration
- Group work
- Investigation/report /shared experience
- Workshop activity eg preparing sessions
- Investigation/resource based learning followed by group discussion
- Sub-group activities
- Observation of a teacher teaching or trainer training
- Self evaluation/evaluation with mentor

Assessment Methodology

The EDI Cert TEFL is assessed via a combination of teaching practice, teacher observation and written assignments. Each candidate is required to keep a portfolio of work that includes all materials relating to the teaching practice, teacher observation and written assignments. This portfolio may be requested at the end of the course for moderation by EDI.

Teaching Practice

Centres are responsible for ensuring that a minimum of four classes, totalling six hours of supervised and assessed teaching practice, are included in the programme. This teaching practice will involve specially arranged classes of learners, and it will take place on a regular basis throughout the course. Candidates must complete lesson plans (**ASN1122**) for each of the teaching practice sessions and must demonstrate that they can apply the theory (of the input sessions) to their teaching. Furthermore, in their lesson plans they must show an ability to a) state achievable objectives and b) demonstrate clearly how they intend to achieve them. The four classes (minimum), totalling six hours of teaching practice, must be divided into:

- a) three hours (a minimum of two classes) with a group of pre-intermediate students and
- b) three hours (a minimum of two classes) with a group of post-intermediate students.

The teaching practice classes should consist of no fewer than five learners. Centres should ensure that their candidates plan and deliver lessons which are consistent with the content of the course units, while making sure that the learners' needs are catered for too. Centres must complete a Teaching Practice feedback form (**ASN1123**) for every teaching practice class, for every candidate.

As the course progresses, the course tutors should expect candidate progress to be commensurate with how much of the course has been completed - and should assess candidates on this basis.

Teacher Observation

Each candidate must complete a minimum of three classes, totalling four hours, of teacher observation. This should involve observing qualified and experienced teachers while they deliver lessons. Details of the lessons that candidates observe should be kept by completing Observation Record (form **ASN1121**) Pro formas. Candidates should ensure that they complete on record per lesson observed record.

Written Assignments

Candidates must complete four written assignment of between 750 – 1000 words, one for each of the following four topics:

- The EFL learner
- Teaching language
- Teaching skills
- Assessing learners

Centres are provided with three suggested assignment titles for each of the four topics and candidates must choose (or be given) one title for each. Alternatively, centres may choose to design their own assignment titles. If this option is chosen then the assignment titles and associated marking schemes must be sent to EDI for approval by Cert TEFL moderators before being implemented.

Marking schemes are provided for the suggested assignment titles.

Candidates' Portfolios

Following candidates' completion of the course, all written assignments are to be internally assessed and may be subject to external moderation. The centre may submit portfolios of all materials relating to the teaching practice, teacher observation and written assignments.

Each Portfolio must contain the following:

- A minimum of three completed Lesson Observation Records (**ASN1121**). Observation records must total four hours.
- A minimum of four completed Lesson Plans (**ASN1122**). Lessons must total six hours.
- A minimum of four (equalling the number of lesson plans) completed Teaching Practice Feedback forms (**ASN1123**)
- Four written assignments of between 750 – 1000 words covering the four unit topics (The EFL learner, Teaching language, Teaching skills, Assessing learners)

The final grades that candidates are awarded are as follows:

- **A pass** is awarded to candidates who have met all the assessment requirements and who have met the criteria of all assessed components. Candidates must achieve a minimum of 50% in all written assignments, with an average of between 50-59%.
- **A merit** is awarded to candidates who have met all the assessment requirements and who have *consistently* met the criteria of all assessed components. Candidates must achieve a minimum of 50% in all written assignments, with an average of between 60-74%.
- **A distinction** is awarded to candidates who have met all the assessment requirements and who have *consistently exceeded* the criteria of all assessed components. Candidates must achieve a minimum of 50% in all written assignments, with an average of between 75% or over.

Note: Candidates who have *not* met all the assessment requirements and/or who have *not* met the criteria of all assessed components will not achieve the minimum pass grade in order for a certificate to be issued.