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

60 Credits

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



## Unit Format

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

### Each unit has the following sections:

#### Unit Title

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

#### Unit Aims

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

#### Credit Value

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

#### Guided Learning Hours (GLH)

Guided learning hours are an indicative guide to the amount of input that a tutor will provide to a learner, to enable them to complete the unit. This includes lectures, tutorials and workshops and time spent by staff assessing learners' achievement when they are present.

#### Learning Outcomes

The learning outcomes set out what a learner is expected to know, understand or be able to do as the result of the learning process.

#### Assessment Criteria

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



# Understanding Language, Methodology and Resources for Teaching



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

## Unit purpose and aim(s):

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

Assessment Criteria	Indicative Content
<b>The learner can:</b>	
1. Understand theories of first and second language acquisition.	1.1 Critically evaluate theories of first and second language acquisition. 1.2 Critically review language teaching approaches associated with theories of first and second language acquisition.
2. Understand approaches and methodologies in English language teaching.	2.1 Critically compare methodological approaches. 2.2 Critically evaluate approaches, methodologies and techniques in different contexts and learning environments.
3. Understand language systems, language skills and social processes.	3.1 Analyse complex features of language in use, identifying lexis, grammar. Functions, phonology and discourse. 3.2 Analyse the language skills, sub-skills and strategies needed by learners. 3.3 Critically analyse how language is used to form, maintain and transform identity (e.g. social, cultural, political or religious) and power relations.
4. Understand learners' needs and challenges in developing language and skills proficiency.	4.1 Analyse linguistic challenges experienced by learners with regard to specific aspects of language systems and language skills. 4.2 Review ways in which methodological choices in language systems and language skills development relate to learners' characteristics and contexts.
5. Be able to evaluate teaching, learning and reference material for learners of English.	5.1 Critically evaluate appropriate practical uses of teaching and learning resources including new and emerging technologies
6. Understand theories, principles, roles and methods of language assessment.	6.1 Explain the purposes of assessment. 6.2 Critically analyse the practical application of theories and principles of assessment. 6.3 Critically evaluate methods and tools of assessment.
<i>BAA Level 7 Diploma in Teaching English to Speakers of other Languages</i>	

**Unit Title:** Developing Professional Practice**Guided Learning Hours:** 10**Levels:** 7**Credits:** 20**Unit grading system:** Pass

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



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



## Extending Practice and ELT Specialism

**Unit Title:** Extending Practice and ELT Specialism  
**Guided Learning Hours:** 50  
**Levels:** 7  
**Credits:** 20  
**Unit grading system:** Pass

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