

## **2012-2013 Handbook**

# **Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL) at INTO University of Exeter**

This handbook should be read in conjunction with INTO University of Exeter TESOL Modules  
Handbook 2012-2013

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Dear Student

Welcome to your Trinity Certificate course in Teaching English to Speakers of Other Languages – and if this is your first period of study with us, welcome to INTO University of Exeter and our ‘state-of-the-art’ teaching building in the heart of the campus. During this course we will expect you to work hard, and as a result you will graduate from Exeter, not just with a degree in your chosen field – but with a professional qualification as well. The Trinity Cert TESOL is well recognised all over the world and will be very useful to you, especially if you are planning to travel and work in teaching after your degree. In addition to your professional qualification, studying here in the INTO building gives you the chance to expand your cultural horizons and to get to know students from all over the world, who – like you – are studying here at Exeter.

We look forward to working with you!

The TESOL team (Nicky, Jeanette and Marion)



Jeanette Lewin (TESOL/Trinity CertTESOL Coordinator) and Nicky Davies (TESOL Programme Manager)



Marion Fulcher (Academic Support Manager)

# The Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL) at INTO University of Exeter

## Aims of the course

The Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL) at INTO University of Exeter is intended for undergraduate students who have little or no experience of teaching English in the contemporary ESOL classroom to build and develop teaching skills and language awareness needed to take up a first post as an ESOL teacher. The Trinity CertTESOL is accredited by the Office of Qualifications and Examinations Regulation at Level 5 of the UK National Qualifications Framework. It is intended as an initial TESOL training qualification and is accepted as such in many language schools around the world. More information about the Trinity CertTESOL can be accessed on the Trinity College London website: <http://www.trinitycollege.co.uk/site/?id=702>

Trainees on the Trinity CertTESOL programme at INTO University of Exeter are obliged to complete the requirements of the whole course over a period of two years during the second and final year of their undergraduate degree. Trainees will follow the ELC 2800 TESOL module, but by opting to train for the CertTESOL will also be required to undertake an additional 4 hours of assessed teaching practice and keep a teaching practice journal of all lessons taught. In addition, they must complete a rationale and evaluation of selected pieces of their teaching material, which must then be justified in an interview with an external moderator. The components of the course will be assessed and moderated according to the weighting and criteria in this handbook for the Trinity CertTESOL separately to assessment for the degree module. Trainees should refer to the INTO University of Exeter TESOL Modules Handbook 2011-2012 for details of assessment for degree credits. It must be noted that the option of studying for the CertTESOL in addition to degree credits requires considerable time and effort on the part of the trainees.

The main aims of the course are:

- To improve trainees' competence in practical usage of pedagogic strategies and approaches.
- To strengthen trainees' understanding of the English language, particularly the main features of the grammar and phonology systems and approaches to the description of language related to TESOL contexts in the UK and abroad.
- To enable trainees to access, select and prepare appropriate materials for classroom use in TESOL.
- To build trainees' understanding and critical analysis of the theories of language learning and teaching, including the core principles and practice of TESOL.
- To provide trainees with a firm foundation for self-evaluation and further professional development.

## Objectives of the course

1. **Subject specific skills.** A student completing the course will be able to:

- a. show a critical understanding of pedagogical concepts in language learning and teaching
- b. demonstrate awareness of the learning needs of individuals or groups of learners, and of the motivation of learners in a variety of cultures and environments
- c. demonstrate the ability to establish rapport and maintain the learners' interest
- d. demonstrate the ability to create a range of lesson plans with clear and achievable aims, using appropriate methods for learners with various needs
- e. evaluate, use and adapt published material and create simple teaching material, which may include visual aids, video and information/communication technology
- f. demonstrate a detailed knowledge of various aspects of English language usage
- g. demonstrate good analytical skills in the fields of English grammar, phonology, lexis and discourse
- h. show competence in the use of specialised ELT terminology in describing language, in both oral and written contexts

2. **Core academic skills.** A student completing the course will be able to:

- a. critically evaluate the significance of information and show a good level of analytical skills
- b. demonstrate practical abilities, e.g. in explaining and exemplifying
- c. show proficiency in their own oral and written abilities
- d. apply appropriate knowledge in describing a range of language and language learning approaches

3. **Personal and key skills.** A student completing the course will be able to:

- a. act autonomously with minimal supervision within agreed guidelines
- b. interact effectively and act cooperatively within a team or professional group
- c. manage learning resources and use English Language Teaching reference materials effectively
- d. show awareness of a range of personal and professional requirements for teaching

- e. demonstrate cultural sensitivity through knowledge and awareness of different cultures in a variety of situations
- f. evaluate their own strengths and weaknesses in theoretical and practical areas of the module
- g. operate effectively in complex and unpredictable contexts and in a manner appropriate to the discipline
- h. have awareness of the need to continue his/her development as an ESOL teacher through future employment, private study, further training and participation in professional networking events
- i. have awareness of the means of identifying a TESOL post after training, including using the media and professional associations, and of the main issues relevant to employment in this area that may affect his/her future security and further professional development.

## **Entry requirements and selection procedures**

### **Admission requirements:**

Trainees must be a minimum of eighteen years old at the time of entry to the course.

Trainees must be in their second year of an undergraduate degree programme at the University of Exeter at the time of entry to the course.

Prospective trainees must demonstrate a high level of competence in reading, writing, aural and oral skills in English as appropriate to a teacher of the language.

Prospective trainees must have a general awareness of the significance of the structure and functions of English in teaching this language.

Prospective trainees must be willing to work cooperatively as a member of the whole training group and be prepared to reflect and self-evaluate, as well as respond constructively to feedback on personal performance.

Prospective trainees must be capable of coping with the heavy academic, practical and emotional demands of the course and be prepared to commit considerable time and energy to working towards their degree and the Trinity CertTESOL at the same time.

Prospective trainees must have interest in and empathise with the needs and feelings of international students.

### **Admission procedures**

All applicants will be required to complete an application form. Priority will be given to applicants who have successfully completed our level 1 TESOL module (ELC1800) and are considered to meet the requirements as stated above.

Other applicants will be interviewed face-to-face. Applicants will be asked to demonstrate their competence in written English through a task and will be asked a number of questions to determine

their suitability for entry to the course. They will also have the opportunity to ask about the course and express any concerns they may have.

### **Equal opportunities**

Trinity CertTESOL applicants and participants will be taught in accordance with the University of Exeter's equal opportunities policy:

<http://www.exeter.ac.uk/undergraduate/applications/policy/equalopps/>

Please note that teacher trainees must be able to use a range of classroom equipment and be able to check students' work on the spot.

### **English language competence**

Prospective trainees' competence in aural and oral skills in English will be assessed in the interview. Applicants will also be asked to complete a short writing task on the spot without the assistance of dictionaries or other aids.

Applicants for whom English is not their first language, must also provide evidence of IELTS band 7.0 in all sub-scores or equivalent.

### **Accredited Prior Experience and Learning**

There is no provision for APEL.

## **Staff**

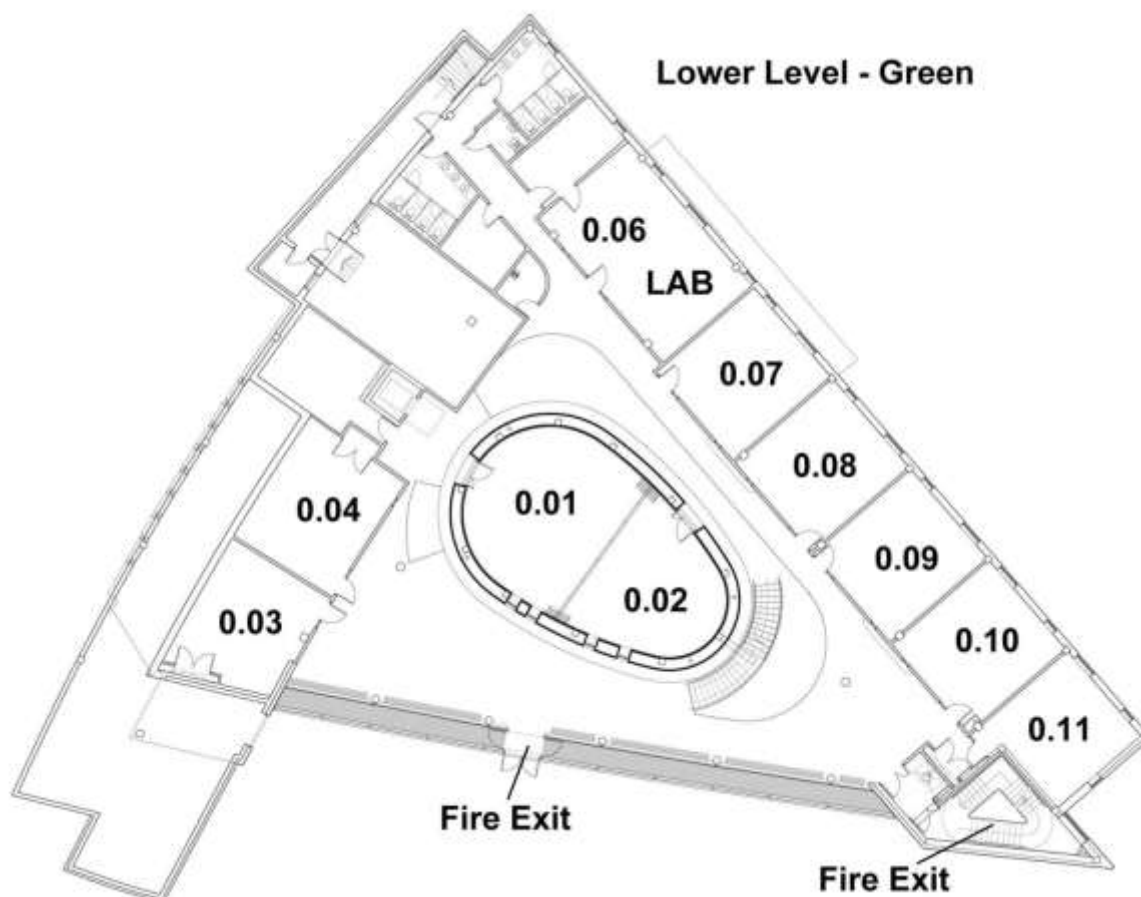
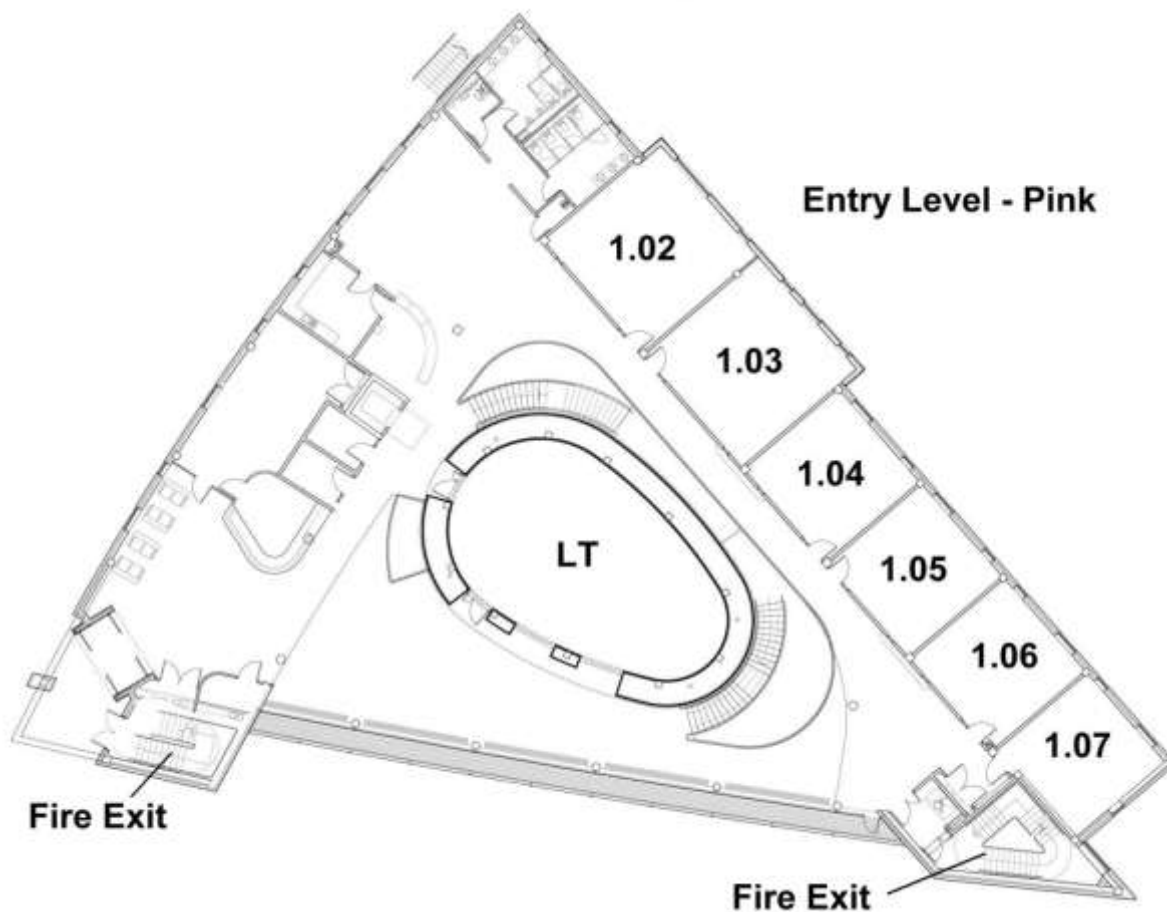
The course is organised and delivered by Nicky Davies ([N.J.Davies@exeter.ac.uk](mailto:N.J.Davies@exeter.ac.uk)) and Jeanette Lewin ([J.Lewin@exeter.ac.uk](mailto:J.Lewin@exeter.ac.uk)) We are both based in Room 2.02 on the second floor of the INTO Building in Stocker Road.

Marion Fulcher ([M.E.Fulcher@exeter.ac.uk](mailto:M.E.Fulcher@exeter.ac.uk)) is the Academic Support Manager responsible for the administration of the course. She is based in Room 2.05 on the second floor of the INTO Building.

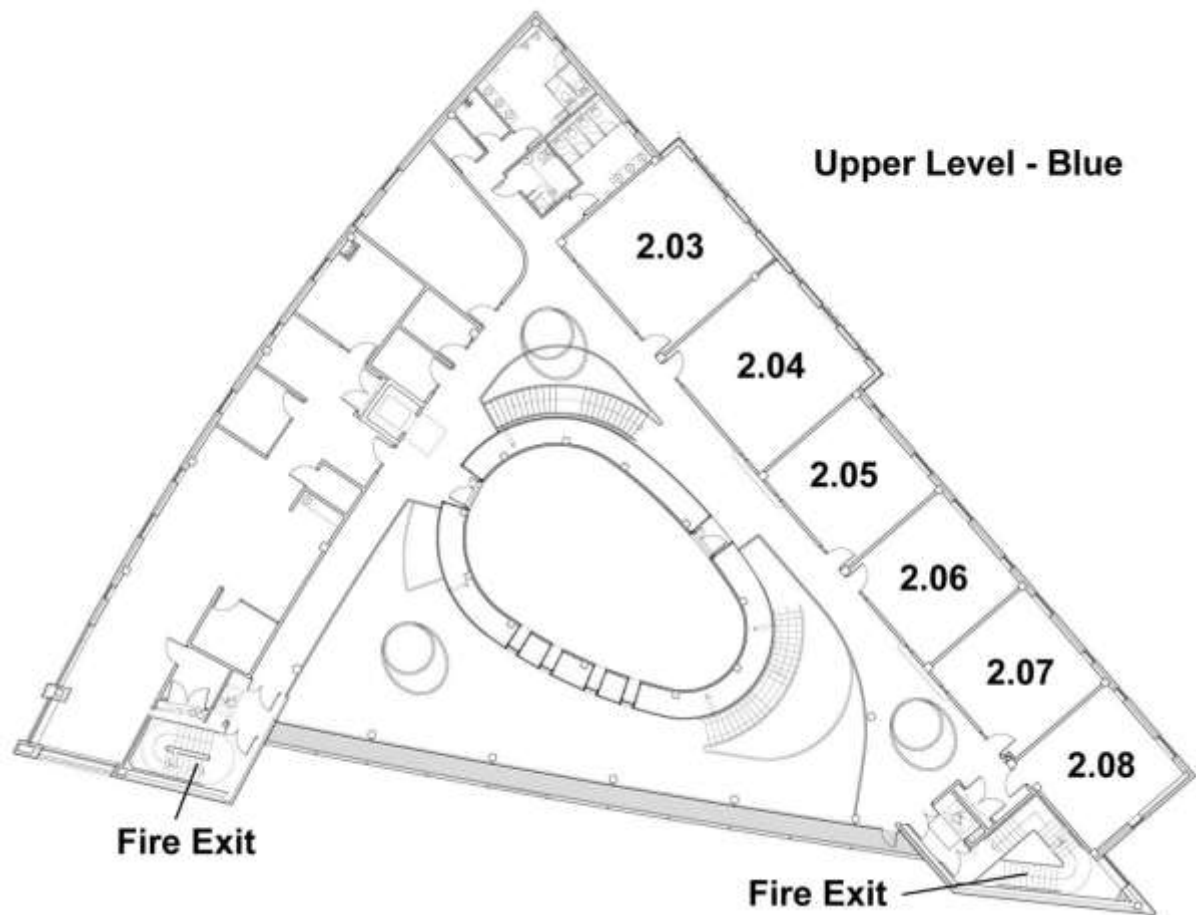
## **Resources**

The input sessions, observations and teaching practice will take place at the INTO Building in Stocker Road and Duryard House. A wide range of TESOL literature is available to borrow from the Learning Resource Centre in the INTO Building, in addition to resources available to students at St Luke's library and the university electronic library. All classrooms are well-equipped with an interactive whiteboard and/or whiteboard and access to the Internet. TESOL trainees are welcome to use the facilities available to students in both centres.

Floorplans of the INTO Building, Stocker Road







## Course components

The programme includes the following components to be formally and individually assessed.

### Unit 1: Teaching skills (years 1 and 2)

Trainees develop:

- an understanding and ability to put into practice basic TESOL methodologies and approaches, taking into account course and lesson aims, and the learners' background and learning objectives
- the ability to use a variety of teaching materials and to evaluate coursebooks and teaching resources
- the potential for self-evaluation and continuing professional development .

All trainees will complete a minimum of:

- six hours' teaching practice with genuine classes of no fewer than six learners, observed and assessed by experienced tutors
- four hours' observation of experienced teachers teaching ESOL to genuine learners
- the preparation of a teaching journal to include lesson plans, self-evaluation and comment by tutors that records trainees' progress .

### Unit 2: Language awareness (years 1 and 2)

Trainees develop:

- an understanding of the basic relationship between linguistic form, function and meaning in standard English and the principal concepts and terminology used to describe the structure and use of English

- the ability to describe and teach language in the context of skills and sub-skills
- the ability to teach language in a communicative context and assess their learners' competence in linguistic form (phonological, lexical and syntactic)
- an understanding of the practical application of phonetics and phonology.

### **Unit 3: The learner profile (year 1)**

Trainees address the needs of an individual learner through the preparation of a linguistic profile and needs analysis, the preparation of a one-to-one lesson and a scheme of work.

The analysis will focus on the learner's cultural background, previous language-learning experience and aims, linguistic strengths and weaknesses and the main features of their mother tongue.

### **Unit 4: The materials assignment (year 2)**

Trainees plan, produce and use a selection of classroom teaching materials designed or adapted by themselves and prepare a written rationale and evaluation.

### **Unit 5: The unknown language (year 1)**

Trainees receive four hours' tuition in an unknown foreign language through the medium of that language only and record their perceptions of their experiences as learners through a written journal.

### **Professional awareness and development**

Successful trainees demonstrate their professional awareness of the needs of other members of the group and the value of mutual support.

They must demonstrate a commitment to further professional development and also have an awareness of the principal employment sectors in their field and sources of information on employment and employers.

### **Core reading list**

**Trainees will be required to purchase the following core resources:**

Bolitho, R. and B. Tomlinson. 2005. *Discover English*, Oxford: Macmillan Education.

Harmer, J. 2007. *How to Teach English*. Harlow: Pearson Education Ltd.

Harmer, J. 2007. *The Practice of English Language Teaching (4<sup>th</sup> edition)*, Harlow: Pearson Education Ltd.

Kelly, G. 2000. *How to teach Pronunciation*. Harlow, Pearson Education Ltd.

Swan, M. 2005. *Practical English Usage (3<sup>rd</sup> edition)*. Oxford: OUP.

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## **Course assessment**

### **Year 1**

#### **Unit 1 Teaching skills**

**Guided observation journal (5% in total for the 2 years)**

In year 1, you are required to observe 2 ESOL classes taught at INTO University of Exeter and keep a detailed observation journal. You will need to download the guided observation journal from ELE to complete electronically. This will include a detailed description of the lesson and observations of the teaching environment, teacher's presence, use of resources, pace and engagement of students and reflection on what you have learnt from the experience. Each observation will also have a particular focus: listening and vocabulary in the first, and speaking and communicative competence in the second. 2 copies of the completed journal should be submitted at the end of each term. A full copy of the journal is submitted for moderation at the end of the final year.

**Teaching practice** (18%: TP 1, 2 and 3: 2.5% each; TP 4,5 and 6: 3.5% each)

You will be required to teach ESOL to classes of international students under the supervision of a tutor. You will meet with your supervisor to discuss the lesson plan and aims before the lesson and for you and the supervisor to provide oral feedback after the lesson. In the first year, the teaching practice will be in six one-hour slots shared by two trainees or six ninety-minute slots shared by 3 trainees, with each trainee teaching a lesson of 30 minutes. The first three teaching practice lessons will be with the same class and will focus on listening and vocabulary. The second three lessons will be with students of a different level on another programme and the focus will be on speaking skills/communicative competence. You will be assessed on your aims and learning outcomes, your classroom presence, the content and materials and your classroom management. Your teaching practice will be video recorded. You must submit a copy of the lesson plan and copies of materials used at the time of the lesson. You should keep copies of all materials and lesson plans throughout the course and be prepared to select appropriate materials for the materials assignment in year 2.

**Teaching practice journal** (7% in total over the 2 years)

You are required to keep a detailed journal of your teaching practice. For each lesson (6 in year 1), you must add the following documents to your file: a detailed lesson plan, copies of all materials used in the lesson, a self-evaluation assessment and the tutor evaluation assessment. All documents must be typed, using the pro-formas downloaded from ELE. You will be asked to submit a copy of the journal at the end of each term. It is important that you keep your own electronic and hard copies safe. After your final teaching practice in each term, you must complete the self-evaluation assessment of your overall teaching practice and development over the course. You will also need to submit your complete journal with numbered pages and a completed contents page for moderation.

**Unit 2 Language awareness** (6.5%)

Language awareness is assessed as part of all the units. You will be required to demonstrate good knowledge of terminology and understanding of discourse, concepts, grammatical, lexical and phonological relationships. In addition, in year 1, you will peer-teach a grammatical point to your classmates, using an inductive approach. This will be video-recorded and assessed for demonstration of language awareness, ability to convey meaning, form and pronunciation and appropriate lesson sequence.

**Unit 3 The learner profile** (12%)

In this assignment, you will need to conduct a recorded interview and draw up a simple linguistic profile and needs analysis for a learner of English, prepare and teach him/her in a one-hour one-to-one class and provide a scheme of work for his/her future language development. The 3000-word profile will include a description of the learner's social and cultural background, learning experience, general needs and preferred methods of learning. It will also include an evaluation of the learner's current linguistic proficiency, including strengths and weaknesses in oral communicative competence, writing skills, intensive and extensive listening skills and reading comprehension skills. Reference should be made to specific grammatical structures, lexical and phonological features and a phonemic transcription of multi-word segments must be included. You must prepare and teach a

one-hour lesson to focus on an identified area of the learner’s language and language skills that requires attention. This lesson will not be observed. You will also provide a general scheme of work for 10 further lessons, with a 100-200 word rationale. You must submit the written profile, and in the appendix recordings of the interviews, diagnostic tools used for the needs analysis, the completed lesson plan with copies of teaching materials used, a completed self-evaluation sheet and the scheme of work with rationale.

**Unit 5 The unknown language** (6%)

The unknown language sessions are scheduled for the last four weeks of year 1, term 1, in one hour slots. You are not assessed on your performance in the lessons but you will need to keep a journal of your feelings and experiences as a learner and reflect on the nature of the learning experience. You will not be assessed on the volume or accuracy of language learned, but on the accuracy of analysis and the reflective nature of the journal.

**Assessment timetable (Year 1)**

<b>Component</b>	<b>Date set</b>	<b>Submission date</b>
Language awareness: peer teaching a grammatical point	Friday Oct 5 <sup>th</sup> 2012	Presentation & submission Friday October 26 <sup>th</sup> & Friday November 2 <sup>nd</sup> 2012
Teaching practice 1	Week commencing October 8 <sup>th</sup> 2012	Lesson plan and materials to be submitted at time of TP
Teaching practice 2	Week commencing October 15 <sup>th</sup> 2012	Lesson plan and materials to be submitted at time of TP
Teaching practice 3	Week commencing 22 <sup>nd</sup> October 2012	Lesson plan and materials to be submitted at time of TP
Teaching practice journal (TP 1, TP 2, TP 3)	Friday September 28 <sup>th</sup> 2012	Thursday December 13 <sup>th</sup> 2012 4pm
Guided observation journal: listening and vocabulary	Friday September 28 <sup>th</sup> 2012	Thursday December 13 <sup>th</sup> 2012 4pm
Unknown language journal	Wednesday October 31 <sup>st</sup> 2012	Monday January 14 <sup>th</sup> 2013 4pm
Teaching practice 4	Week commencing January 21 <sup>st</sup> 2013	Lesson plan and materials to be submitted at time of TP
Teaching practice 5	Week commencing January 28 <sup>th</sup> 2013	Lesson plan and materials to be submitted at time of TP
Teaching practice 6	Week commencing February 1 <sup>st</sup> 2013	Lesson plan and materials to be submitted at time of TP

Guided observation journal: speaking/communicative competence	Friday September 28 <sup>th</sup> 2012	Thursday March 28 <sup>th</sup> 2013 4pm
Teaching practice journal (TP 4, TP 5, TP 6)	Friday September 28 <sup>th</sup> 2012	Thursday March 28 <sup>th</sup> 2013 4pm
Learner profile	18 <sup>h</sup> January 2013	Thursday May 2 <sup>nd</sup> 2013 4pm

## Year 2

### Unit 1 Teaching skills

#### **Guided observation journal** (5% in total for the 2 years)

In year 2, you are required to observe another 2 ESOL classes taught at INTO University of Exeter and keep a detailed observation journal. You will need to download the guided observation journal from ELE to complete electronically. This will include a detailed description of the lesson and observations of the teaching environment, teacher's presence, use of resources, pace and engagement of students and reflection on what you have learnt from the experience. Each observation will also have a particular focus: a language-focused lesson in the first, and responding to learners' needs in the second. 2 copies of the completed journal should be submitted at the end of each term. A full copy of the journal is submitted for moderation at the end of the final year.

#### **Teaching practice** (27%: 6.75% TP 7, 8, 9 and 10)

You will be required to teach ESOL to classes of international students under the supervision of a tutor. You will meet with your supervisor to discuss the lesson plan and aims before the lesson and for you and your supervisor to provide oral feedback after the lesson. In the second year, the teaching practice will be in four ninety minute slots, shared by two trainees, with each trainee teaching a lesson of 45 minutes. The first two teaching practice lessons will be with the same class and will focus on grammar, vocabulary and pronunciation. The second two lessons will be with students of a different level on another programme and the focus will be on listening and speaking skills using authentic materials. You will be assessed on your aims and learning outcomes, your classroom presence, the content and materials and your classroom management. Your teaching practice will be video recorded. You must submit a copy of the lesson plan and copies of materials used. You should keep copies of all materials and lesson plans throughout the course and be prepared to select appropriate materials for the materials assignment in year 2.

#### **Teaching practice journal** (7% in total over the 2 years)

You are required to keep a detailed journal of your teaching practice. For each lesson (4 in year 2), you must add the following documents to your file: a detailed lesson plan, copies of all materials used in the lesson, a self-evaluation assessment and the tutor evaluation assessment. All documents must be typed, using the pro-formas downloaded from ELE. You will be asked to submit 2 copies of the journal at the end of each term. It is important that you keep your own electronic and hard copies safe. After your final teaching practice, you must complete the self-evaluation assessment of your overall teaching practice and development over the course. You will also need to submit your complete journal with numbered pages and a completed contents page for moderation.

### Unit 2 Language awareness (6.5%)

Language awareness is assessed as part of all the units. You will be required to demonstrate good knowledge of terminology and understanding of discourse, concepts, grammatical, lexical and phonological relationships. In addition, in year 2, you will sit an unseen language awareness test.

#### **Unit 4 Materials assignment (12%)**

For this assignment, you will need to produce a written rationale and evaluation for two pieces of material you have used in your teaching practice (400-500 words for each), which will then form the basis of a 15-minute interview with an independent moderator appointed and trained by Trinity College London. You will have the opportunity to rehearse this oral discussion. You will be assessed in terms of your pedagogic, communicative and analytical and reflective skills. The moderator will assess you as Pass or Refer on this unit. You cannot be failed by the moderator in this unit alone. If you are referred on the materials assignment, you have the opportunity to re-submit within 2 months at another institution running a CertTESOL course.

#### **Moderation of other written work**

Moderators read a representative sample of all written work by trainees, including journals for teaching practice, guided observation, unknown language and the learner profile, together with any other assignments, including tests of grammar and phonology. Work is assessed for quality of content and relevance, and also for spelling, punctuation and grammatical expression.

#### **Assessment timetable (Year 2) (All dates are approximate and apply to trainees who are on their year abroad from 2013-14)**

<b>Component</b>	<b>Date set</b>	<b>Submission date</b>
Teaching practice 7	Week commencing October 6 <sup>th</sup> 2014	Lesson plan and materials to be submitted at time of TP
Teaching practice 8	Week commencing October 13 <sup>th</sup> 2014	Lesson plan and materials to be submitted at time of TP
Language awareness test		9 <sup>th</sup> December 2014
Guided observation journal: a language-focused lesson	7 <sup>th</sup> October 2014	19 <sup>th</sup> December 2014
Teaching practice journal (TP 7, TP 8,)	7 <sup>th</sup> October 2014	19 <sup>th</sup> December 2014
Teaching practice 9	Week commencing January 19 <sup>th</sup> 2015	Lesson plan and materials to be submitted at time of TP
Teaching practice 10	Week commencing January 26 <sup>th</sup> 2015	Lesson plan and materials to be submitted at time of TP
Teaching practice journal: whole journal	7 <sup>th</sup> October 2014	3 <sup>rd</sup> March 2015
Guided observation	7 <sup>th</sup> October 2014	3 <sup>rd</sup> March 2015

journal: responding to learners' needs		
Materials assignment	15 <sup>th</sup> January 2015	Practice interview 19 <sup>th</sup> March 2015  Assessment and moderation; week commencing 23 <sup>rd</sup> March 2015 (TBC)

**Overall assessment** (From Trinity validation requirements for validated and prospective course providers. For more information, please see the Trinity CertTESOL Moderation Handbook.)

Following discussion with the course director and tutors, moderators recommend to Trinity one of the following awards for each trainee:

- a. pass: no further work to be completed or re-submitted
- b. referral: to include a note of which assignments trainees are referred on (see below) and which marks or grades were awarded for these assignments;
- c. fail: to include a note of the following:
  - the grades for all the assignments, including teaching practice, and confirmation of which they are deemed to have failed
  - an indication of the kind of feedback and advice they were given on their progress, e.g. specific comments on fail assignments and/or comments made at their tutorial
  - confirmation that they were given details of the assessment system at the start of the course
  - confirmation that they were not thought suitable for referral.
- d. deferral (of decision on trainee): with a note of reasons for this recommendation.

The responsibility for confirming individual awards of pass, refer, defer or fail rests with Trinity, rather than INTO University of Exeter or the moderator, following consideration of the moderation report. The assessment by the moderator of Unit 4 as individual pass or refer is independent of Trinity, is not modified and contributes directly to the overall result. Certificates for pass trainees are forwarded to INTO University of Exeter within four weeks of the despatch of the moderation report and results.

## Overall assessment criteria

### Pass:

Trainees deemed to have passed the CertTESOL course will have:

- completed the entire course
- and either by the end of the course or following referral as agreed with the moderator and Trinity
- completed all assignments including all teaching practice to the required standard and demonstrated:
    - a. a basic knowledge of form and function in contemporary British Standard English and the use of phonology for teaching purposes
    - b. a knowledge of the basic issues relating to language learning and teaching including the importance of understanding learners' academic and emotional needs in the classroom
    - c. competence in preparing materials and lesson plans for specific classes of learners ranging from beginner to upper intermediate, making use of the standard classroom aids, with some professional support

- d. competence in teaching and evaluating those classes of learners independently on a daily basis but with some interim professional support
- e. awareness of how to make use of reference materials and other sources of professional guidance in order to build up their knowledge of language, and language teaching and learning issues, to enable them to teach the full spectrum of learner levels and types, and deal with unknown classes and unexpected opportunities and challenges in class
- f. the ability to work collaboratively with peers and tutors in preparation of work and giving and receiving feedback on performance
- g. the ability to produce journals and other written assignments or test results to an appropriate level of written English in order to demonstrate their understanding of their own training and learning process.

In summary, they will have demonstrated the necessary knowledge, skills and approach to individual work and teamwork to allow them to take a responsible and professionally competent role as a teacher in a range of generally predictable teaching situations.

#### **Referral:**

Trainees deemed to be eligible for referral (re-submission or completion of normally not more than two assignments including possibly some of their teaching practice) will have:

- completed the entire course
- produced by the end of the course, in whole or in part, all or some of their assignments including teaching practice

and have demonstrated:

- a. all or some of the necessary knowledge of language and language learning and teaching as above
- b. all or some of the necessary competence in preparing for and teaching classes as above
- c. some awareness of how to use reference materials and other sources of guidance as above
- d. some ability to work collaboratively with peers and tutors in preparation of work and giving and receiving feedback on performance
- e. some ability to produce journals and other assignments as above.

In summary, they will have demonstrated a significant level but not all of the necessary knowledge, skills and approach to individual work and teamwork to allow them to take a responsible and professionally competent role as a teacher in a range of generally predictable teaching situations but without, at the time of referral, having been able to complete all their assignments to the appropriate deadline or standard deemed necessary for the immediate award of a Trinity Certificate.

Note: A decision to pass, refer or fail a candidate may also be deferred if a trainee has been unable to complete either the course or their assignments because of their own or family illness, or bereavement, or accident.

#### **Fail:**

Trainees deemed to have failed the course will have:

- completed all or part of the course
  - produced by the end of the course, in whole or in part, all or some of their assignments including teaching practice but have demonstrated:
- a. an insufficient level of the necessary knowledge of language and language learning as above, and/or
  - b. an insufficient level of the necessary competence in preparing for and teaching classes as above, and/or
  - c. an insufficient awareness of how to use reference materials and other sources of guidance as above, and/or
  - d. an insufficient ability to work collaboratively with peers and tutors in preparation of work, and giving/receiving feedback on performance, and/or
  - e. an insufficient ability to produce journals and assignments as above.



In summary, they will have demonstrated a significant lack of the necessary knowledge, and/or skills, and/or approach to individual work and teamwork to allow them to take a responsible and professionally competent role as a teacher in a range of generally predictable teaching situations.

Course providers must not recommend to the Trinity moderator an overall mark, grade or level that is higher than that awarded for Unit 1 (Teaching skills).

### **Deferral**

A trainee who has completed all the assignments including teaching practice but is unable to attend the current moderation visit as a result of exceptional circumstances (illness, bereavement, etc.) may have a decision on their performance deferred until they can attend a moderation on a later appropriate occasion. The trainee's work must normally be moderated within two months of the end of the course.

### **Academic misconduct**

All trainees are required to submit a statement with to confirm authenticity of their written work. This does not preclude the possibility of some shared activity in planning work but it does preclude the significant copying of ideas or text between trainees. Trainees are also directed to familiarise themselves with the section on academic misconduct in the TESOL assessment handbook for undergraduate students.

### **Assessment criteria**

Assessment is expressed in percentage terms, with equivalent A-E grading, with C (50-60%) indicating a pass. We will also award merit for grade B (60-70%) and distinction for grade A (70%+) but it should be noted that this grade will not appear on the Trinity certificate.

## Assessment criteria: Guided observation journal

	<b>Observation</b>	<b>Reflection</b>
<b>70% +(A)</b>	<p>The journal demonstrates excellent awareness of the aims and stages of the lesson.</p> <p>There is excellent awareness of important aspects of the teacher's 'classroom presence' and its impact on the class.</p> <p>There is excellent awareness of the use of materials and methodology.</p> <p>There is excellent awareness of classroom management.</p> <p>There is excellent awareness of the learners' behaviour and needs.</p>	<p>The journal demonstrates excellent ability to relate the observation to your own experience.</p> <p>There is excellent awareness of the link between the observation and lesson input/background reading.</p> <p>You are able to make excellent suggestions on how the experience can benefit your future teaching.</p>
<b>60-70% (B)</b>	<p>The journal demonstrates good awareness of the aims and stages of the lesson.</p> <p>There is good awareness of important aspects of the teacher's 'classroom presence' and its impact on the class.</p> <p>There is good awareness of the use of materials and methodology.</p> <p>There is good awareness of classroom management.</p> <p>There is good awareness of the learners' behaviour and needs.</p>	<p>The journal demonstrates good ability to relate the observation to your own experience.</p> <p>There is good awareness of the link between the observation and lesson input/background reading.</p> <p>You are able to make good suggestions on how the experience can benefit your future teaching.</p>
<b>50-60% (C)</b>	<p>The journal demonstrates sufficient awareness of the aims and stages of the lesson.</p> <p>There is sufficient awareness of important aspects of the teacher's 'classroom presence' and its</p>	<p>The journal demonstrates the ability to relate the observation to your own experience.</p> <p>There is some awareness of the link between the observation and lesson input/background reading.</p>

	<p>impact on the class.</p> <p>There is sufficient awareness of the use of materials and methodology.</p> <p>There is sufficient awareness of classroom management.</p> <p>There is sufficient awareness of the learners' behaviour and needs.</p>	<p>You are able to make some suggestions on how the experience can benefit your future teaching.</p>
<b>40-50% (D)</b>	<p>The journal demonstrates insufficient awareness of the aims and stages of the lesson.</p> <p>There is insufficient awareness of important aspects of the teacher's 'classroom presence' and its impact on the class.</p> <p>There is insufficient awareness of the use of materials and methodology.</p> <p>There is insufficient awareness of classroom management.</p> <p>There is insufficient awareness of the learners' behaviour and needs.</p>	<p>The journal demonstrates insufficient ability to relate the observation to your own experience.</p> <p>There is insufficient awareness of the link between the observation and lesson input/background reading.</p> <p>There are insufficient suggestions on how the experience can benefit your future teaching.</p>
<b>Below 40% (E)</b>	<p>The journal demonstrates very little/no awareness of the aims and stages of the lesson.</p> <p>There is very little/no awareness of important aspects of the teacher's 'classroom presence' and its impact on the class.</p> <p>There is very little/no awareness of the use of materials and methodology.</p> <p>There is very little/no awareness of classroom management.</p> <p>There is very little/no awareness of the learners' behaviour and needs.</p>	<p>The journal demonstrates very little/no ability to relate the observation to your own experience.</p> <p>There is very little/no awareness of the link between the observation and lesson input/background reading.</p> <p>There are very few/no suggestions on how the experience can benefit your future teaching.</p>

## Assessment Criteria: teaching practice

	<b>Aims and learning outcomes</b>	<b>Classroom presence</b>	<b>Content and materials</b>	<b>Use of equipment</b>	<b>Classroom management</b>
<b>70% + (A)</b>	<p>Your aims were very clear and you showed good awareness of the needs of this particular group of students.</p> <p>Your aims were feasible and manageable within the limits of the lesson.</p> <p>You achieved your aims very well.</p>	<p>You established rapport very well.</p> <p>You consistently maintained rapport well with the group.</p> <p>You spoke very clearly and at an appropriate speed.</p> <p>Your posture showed that you were very comfortable, confident and in control in the classroom.</p>	<p>Your lesson plan was very clear and detailed.</p> <p>The lesson was very well staged.</p> <p>There was a very good balance of teacher-learner and learner-learner participation.</p> <p>You demonstrated excellent language awareness.</p> <p>The materials and activities were completely appropriate for this class.</p> <p>Materials were adapted or designed creatively.</p> <p>You were completely prepared for the lesson.</p>	<p>Your boardwork was very clear and very well organised.</p> <p>You used the equipment very effectively and confidently.</p>	<p>Your instructions were very clear.</p> <p>You made excellent use of appropriate questioning.</p> <p>The pace was completely appropriate for this particular class.</p> <p>You set the activities up very well.</p> <p>You organised the students into pairs/groups very effectively.</p> <p>You monitored the students very effectively.</p> <p>You kept to the planned timings.</p> <p>You used confidence, sensitivity and skill when correcting students.</p>
<b>60-70% (B)</b>	<p>Your aims were clear and appropriate for the needs of this particular group of students.</p> <p>Your aims were feasible.</p> <p>You achieved your aims</p>	<p>You established rapport well.</p> <p>You maintained rapport with the group throughout the lesson.</p> <p>You spoke clearly and at</p>	<p>Your lesson plan was clear and detailed.</p> <p>The lesson was well staged.</p> <p>There was a good balance of teacher-learner and</p>	<p>Your boardwork was clear and organised.</p> <p>You used the equipment competently and effectively.</p>	<p>Your instructions were clear.</p> <p>You made good use of appropriate questioning.</p> <p>The pace was appropriate for this particular class.</p>

	well.	an appropriate speed. Your posture showed that you were comfortable, confident and in control in the classroom.	learner-learner participation. You demonstrated good language awareness. The materials and activities were appropriate for this class. Materials were adapted well. You were well prepared for the lesson.		You set the activities up well. You organised the students into pairs/groups effectively. You monitored the students effectively. You kept closely to the planned timings. You used confidence and sensitivity when correcting students.
50-60% (C)	Your aims were clear and mostly appropriate for the needs of this particular group of students. Your aims were mostly feasible. You achieved your aims satisfactorily.	You established rapport satisfactorily. You generally maintained rapport with the group throughout the lesson. You generally spoke clearly and at an appropriate speed. Your posture generally showed that you were comfortable, confident and in control in the classroom.	Your lesson plan was generally clear and with sufficient detail. The lesson was generally well staged. There was an appropriate balance of teacher-learner and learner-learner participation. You demonstrated sufficient language awareness. The materials and activities were generally appropriate for this class. Materials were adapted reasonably appropriately. You were mostly well prepared for the lesson.	Your boardwork was generally clear and organised. You generally used the equipment competently.	Your instructions were mostly clear. You made some use of appropriate questioning. The pace was generally appropriate for this particular class. You set the activities up sufficiently well. You organised the students into pairs/group reasonably effectively. You monitored the students reasonably effectively. You kept quite closely to the planned timings. You used sensitivity when correcting students.

<b>40-50% (D)</b>	<p>Your aims were not always clear or sometimes inappropriate for the needs of this particular group of students.</p> <p>Your aims were not realistic.</p> <p>You did not achieve your aims satisfactorily.</p>	<p>You had some difficulty establishing rapport.</p> <p>You did not maintain rapport with the group throughout the lesson.</p> <p>You did not speak clearly enough or at an appropriate speed.</p> <p>Your posture did not show that you were comfortable, confident and in control in the classroom.</p>	<p>Your lesson plan was lacking in clarity or detail.</p> <p>The lesson was not logically staged.</p> <p>There was an inappropriate balance of teacher-learner and learner-learner participation.</p> <p>You demonstrated insufficient language awareness.</p> <p>The materials and activities were inappropriate for this class.</p> <p>Materials were adapted inappropriately.</p> <p>You were insufficiently prepared for the lesson.</p>	<p>Your boardwork was unclear and insufficiently organised.</p> <p>You had difficulties using the equipment</p>	<p>Your instructions were not clear.</p> <p>You made insufficient use of appropriate questioning.</p> <p>The pace was inappropriate for this particular class.</p> <p>You did not set the activities up sufficiently well.</p> <p>You did not organise the students into pairs/groups effectively.</p> <p>You did not monitor the students effectively.</p> <p>You did not keep to the planned timings.</p> <p>You did not show sensitivity or confidence when correcting students.</p>
<b>Below 40% (E)</b>	<p>Your aims were unclear and inappropriate for the needs of this particular group of students.</p> <p>Your aims were very unrealistic.</p>	<p>You had difficulty establishing rapport.</p> <p>There was a poor classroom climate. You did not speak clearly nor at an appropriate speed.</p>	<p>Your lesson plan was very brief or unclear.</p> <p>The lesson was illogically staged.</p> <p>There was a poor balance of teacher-learner and</p>	<p>Your boardwork was unclear and confused.</p> <p>You did not use the equipment or were unable to use it.</p>	<p>Your instructions were confusing.</p> <p>You made no use of appropriate questioning.</p> <p>The pace was completely inappropriate for this</p>

	You did not achieve your aims.	Your posture showed that you were uncomfortable and lacking confidence and control in the classroom.	<p>learner-learner participation.</p> <p>You demonstrated poor language awareness.</p> <p>The materials and activities were completely inappropriate for this class.</p> <p>Materials were not adapted or poorly designed.</p> <p>You were unprepared for the lesson.</p>		<p>particular class.</p> <p>You did not set the activities up effectively.</p> <p>You did not organise the students into pairs/groups.</p> <p>You did not monitor the students.</p> <p>You did not keep to any planned timings.</p> <p>You showed a clear lack of sensitivity or confidence with regard to correcting students.</p>
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### Assessment criteria: teaching practice journal

	<b>Lesson planning</b>	<b>Materials development</b>	<b>Self-evaluation</b>	<b>Professional development</b>
<b>70% + (A)</b>	The lesson plan is very thorough and logically presented.	The materials are suitably challenging and very motivating for the particular class and are very attractively presented.	<p>There is excellent awareness of the achievement/non-achievement of your aims.</p> <p>There is excellent awareness of your own strengths and weaknesses.</p> <p>There is excellent awareness of</p>	You have set completely appropriate and feasible personal teaching aims for the future.

			how to adapt the materials/methods for another teaching context.	
<b>60-70% (B)</b>	The lesson plan is detailed and logically presented.	The materials are ideal for the particular class and are attractively presented.	There is good awareness of the achievement/non-achievement of your aims. There is good awareness of your own strengths and weaknesses. There is good awareness of how to adapt the materials/methods for another teaching context.	You have set very appropriate and feasible personal teaching aims for the future.
<b>50-60% (C)</b>	The lesson plan is sufficiently detailed and logically presented.	The materials are appropriate for the particular class and are reasonably well presented.	There is reasonable awareness of the achievement/non-achievement of your aims. There is reasonable awareness of your own strengths and weaknesses. There is reasonable awareness of how to adapt the materials/methods for another teaching context.	You have set appropriate and feasible personal teaching aims for the future.
<b>40-50% (D)</b>	The lesson plan is insufficiently detailed and not very logically presented.	The materials are inappropriate for the particular class and are not very well presented.	There is insufficient awareness of the achievement/non-achievement of your aims. There is insufficient awareness of your own strengths and weaknesses.	You have not set appropriate or feasible personal teaching aims for the future.



			There is insufficient awareness of how to adapt the materials/methods for another teaching context.	
<b>Below 40% (E)</b>	The lesson plan is too brief or presented illogically.	The materials are inappropriate for the particular class and are poorly presented.	There is very little/no awareness of the achievement/non-achievement of your aims. There is very little/no awareness of your own strengths and weaknesses. There is very little/no awareness of how to adapt the materials/methods for another teaching context.	Your personal teaching aims for the future are inappropriate or unrealistic

**Assessment criteria: Language awareness. Teaching a grammar point.**

	<b>Language awareness</b>	<b>Ability to convey meaning</b>	<b>Ability to convey form</b>	<b>Ability to convey pronunciation</b>	<b>Lesson sequence</b>
<b>70%+ (A)</b>	The focus of your microteaching was very clear. You demonstrated excellent understanding of form. You showed excellent	You used appropriate resources creatively to highlight meaning. You made excellent use of concept questions.	You used appropriate resources creatively to highlight form. You made excellent use of substitution tables/parsing.	You used completely appropriate techniques to highlight pronunciation. You made excellent use of drilling. You marked	The lesson sequence was appropriate and engaging. The staging and aims were very clear.

	<p>understanding of phonology. You used terminology very accurately.</p>			<p>pronunciation features very accurately.</p>	
<b>60-70% (B)</b>	<p>The focus of your microteaching was clear. You demonstrated a good understanding of form. You showed good understanding of phonology. You used terminology accurately.</p>	<p>You used appropriate resources to highlight meaning. You made good use of concept questions.</p>	<p>You used appropriate resources to highlight form. You made good use of substitution tables/parsing.</p>	<p>You used appropriate techniques to highlight pronunciation. You made good use of drilling. You marked pronunciation features accurately.</p>	<p>The lesson sequence was appropriate. The staging and aims were clear.</p>
<b>50-60% (C)</b>	<p>The focus of your microteaching was generally clear. You demonstrated a reasonable understanding of form. You showed reasonable understanding of phonology. You generally used terminology accurately.</p>	<p>You generally used appropriate resources to highlight meaning. You made some use of concept questions.</p>	<p>You used some appropriate resources to highlight form. You made some use of substitution tables/parsing.</p>	<p>You used some appropriate techniques to highlight pronunciation. You made some use of drilling. You marked pronunciation features reasonably accurately.</p>	<p>The lesson sequence was generally appropriate. The staging and aims were mostly clear.</p>
<b>40-50% (D)</b>	<p>The focus of your microteaching was not very clear.</p>	<p>You used inappropriate resources to highlight meaning.</p>	<p>You used insufficient/ineffective resources to highlight</p>	<p>You used insufficient/ineffective techniques to highlight</p>	<p>The lesson sequence was inappropriate. The staging and aims</p>

	You demonstrated insufficient understanding of form. You showed insufficient understanding of phonology. You did not use terminology very accurately.	You made insufficient/ineffective use of concept questions.	form. You made insufficient/ineffective use of substitution tables/parsing.	pronunciation. You made insufficient/ineffective use of drilling. You did not mark pronunciation features very accurately.	were not very clear.
<b>Below 40%</b>	The focus of your microteaching was unclear. You demonstrated very little/no understanding of form. You showed very little/no understanding of phonology. You used terminology inaccurately.	You used inappropriate/no resources to highlight meaning. You made very little/no use of concept questions.	You used very few/no resources to highlight form. You made very little/no use of substitution tables/parsing.	You used very few/no techniques to highlight pronunciation. You made very little/no use of drilling. You marked pronunciation features inaccurately/did not mark them at all.	The lesson sequence was illogical. The staging and aims were unclear.

### Assessment criteria: Learner profile

	<b>Interview</b>	<b>Diagnostic tools</b>	<b>Profile</b>	<b>One-to-one lesson</b>	<b>Scheme of work</b>
<b>70% (A)</b>	You asked appropriate questions, building on what the learner	You used appropriate reading tasks to test a range of skills.	The profile demonstrates excellent awareness of the learner's social and cultural background, learning experience, general needs and	The lesson plan is thorough and very well staged. The aims of the lesson	The aims of the scheme of work are very appropriate for this learner.

	<p>told you and enabling you to assess use of a variety of structures. You demonstrated excellent interview skills, modifying your speech appropriately and enabling the learner to expand on his/her answers.</p>	<p>You set a motivating and suitably challenging listening task. You set a motivating and suitably challenging writing task.</p>	<p>preferred methods of learning. There is excellent awareness of the learner's strengths and weaknesses in the four skills. The profile shows excellent awareness of specific grammatical and lexical features of the learner's English. There is excellent awareness of phonological features of the learner's English. Terminology is used very accurately. The phonemic transcription is very accurate.</p>	<p>meet the diagnosed needs of the learner. The materials and methods are completely appropriate to the needs of the learner. You have clearly demonstrated the ability to evaluate your strengths and weaknesses as a teacher.</p>	<p>The aims of the scheme of work are feasible and show good awareness of level and ability.. The scheme of work is logically sequenced and the content well integrated.</p>
<b>60-70% (B)</b>	<p>You asked appropriate questions. You demonstrated good interview skills, modifying your speech appropriately and enabling the learner to expand on his/her answers.</p>	<p>You used appropriate reading tasks. You set an appropriate listening task. You set an appropriate writing task.</p>	<p>The profile demonstrates good awareness of the learner's social and cultural background, learning experience, general needs and preferred methods of learning. There is good awareness of the learner's strengths and weaknesses in the four skills. The profile shows good awareness of specific grammatical and lexical features of the learner's English. There is good awareness of phonological features of the learner's English. Terminology is used accurately. The phonemic transcription is</p>	<p>The lesson plan is detailed and well staged. The aims of the lesson meet the diagnosed needs of the learner. The materials and methods are appropriate to the needs of the learner. You have demonstrated the ability to evaluate your strengths and weaknesses as a teacher.</p>	<p>The aims of the scheme of work are appropriate for this learner. The aims of the scheme of work are feasible. The scheme of work is logically sequenced.</p>

			accurate.		
<b>50-60% (C)</b>	<p>You mostly asked appropriate questions.</p> <p>You generally demonstrated appropriate interview skills, modifying your speech appropriately and enabling the learner to expand on his/her answers.</p>	<p>You used generally appropriate reading tasks.</p> <p>You set a reasonably appropriate listening task.</p> <p>You set a reasonably appropriate writing task.</p>	<p>The profile demonstrates sufficient awareness of the learner's social and cultural background, learning experience, general needs and preferred methods of learning.</p> <p>There is sufficient awareness of the learner's strengths and weaknesses in the four skills.</p> <p>The profile shows sufficient awareness of specific grammatical and lexical features of the learner's English.</p> <p>There is sufficient awareness of phonological features of the learner's English.</p> <p>Terminology is mostly used accurately.</p> <p>The phonemic transcription is mostly accurate.</p>	<p>The lesson plan is sufficiently detailed and reasonably well staged.</p> <p>The aims of the lesson generally meet the diagnosed needs of the learner.</p> <p>The materials and methods are generally appropriate to the needs of the learner.</p> <p>You have generally demonstrated the ability to evaluate your strengths and weaknesses as a teacher.</p>	<p>The aims of the scheme of work are generally appropriate for this learner.</p> <p>The aims of the scheme of work are generally feasible.</p> <p>The scheme of work is generally logically sequenced.</p>
<b>40-50% (D)</b>	<p>You asked some inappropriate questions.</p> <p>You demonstrated weak interview skills, failing to modify your speech appropriately or to enable the learner to</p>	<p>You used some inappropriate reading tasks.</p> <p>You set an inappropriate listening task.</p> <p>You set an inappropriate writing task.</p>	<p>The profile demonstrates insufficient awareness of the learner's social and cultural background, learning experience, general needs and preferred methods of learning.</p> <p>There is insufficient awareness of the learner's strengths and weaknesses in the four skills.</p> <p>The profile shows insufficient</p>	<p>The lesson plan is insufficiently detailed or not staged very logically.</p> <p>The aims of the lesson do not meet the diagnosed needs of the learner very well.</p> <p>The materials and</p>	<p>The aims of the scheme of work are generally inappropriate for this learner.</p> <p>The aims of the scheme of work are not very realistic.</p> <p>The scheme of work is not sequenced very</p>

	expand on his/her answers.		<p>awareness of specific grammatical and lexical features of the learner's English.</p> <p>There is insufficient awareness of phonological features of the learner's English.</p> <p>Terminology is not used very accurately.</p> <p>The phonemic transcription is not very accurate.</p>	<p>methods are generally inappropriate to the needs of the learner.</p> <p>You have generally failed to demonstrate the ability to evaluate your strengths and weaknesses as a teacher.</p>	logically.
<b>Below 40% (E)</b>	<p>You asked inappropriate questions.</p> <p>You demonstrated very weak interview skills, failing to modify your speech appropriately or to enable the learner to expand on his/her answers.</p>	<p>You used inappropriate reading tasks.</p> <p>You set an inappropriate listening task.</p> <p>You set an inappropriate writing task.</p>	<p>The profile demonstrates very little/no awareness of the learner's social and cultural background, learning experience, general needs and preferred methods of learning.</p> <p>There is very little/no awareness of the learner's strengths and weaknesses in the four skills.</p> <p>The profile shows very little/no awareness of specific grammatical and lexical features of the learner's English.</p> <p>There is very little/no awareness of phonological features of the learner's English.</p> <p>Terminology is used inaccurately.</p> <p>The phonemic transcription is inaccurate.</p>	<p>The lesson plan is very brief or staged illogically.</p> <p>The aims of the lesson do not meet the diagnosed needs of the learner.</p> <p>The materials and methods are inappropriate to the needs of the learner.</p> <p>You have failed to demonstrate the ability to evaluate your strengths and weaknesses as a teacher.</p>	<p>The aims of the scheme of work are inappropriate for this learner.</p> <p>The aims of the scheme of work are unrealistic.</p> <p>The scheme of work is sequenced illogically.</p>

## Unit 4: Materials Assignment: assessment criteria

Category for assessment	Pass criteria (a minimum of four pass criteria required, with at least one per skills section, for overall pass on Unit 4)	Below standard criteria
<b>Pedagogic skills</b>	<p>Satisfactory <b>written</b> expression of the following, reflecting the development expected from initial training:</p> <ol style="list-style-type: none"> <li>1. the rationale for the use of the chosen materials in terms of the anticipated objectives for, and difficulties of, a specified group and level of learners</li> <li>2. the evaluation of the perceived effectiveness of the materials used in relation to the anticipated objectives for, and difficulties of that group, including their motivational aspects, and suggestions for adaptations (if any) for the same group of learners</li> <li>3. the adaptability of the materials for an alternative purpose, teaching point or group of learners</li> </ol>	<p>Very limited ability to express:</p> <ol style="list-style-type: none"> <li>1.see pass criterion</li> <li>2.see pass criterion</li> <li>3.see pass criterion</li> </ol>
<b>Communicative Skills</b>	<p>Satisfactory <b>discussion</b> of the following, reflecting the development expected from initial training:</p> <ol style="list-style-type: none"> <li>1. the rationale for the use of the chosen materials in terms of the anticipated objectives for, and difficulties of, a specified group and level of learners</li> <li>2. the evaluation of the perceived effectiveness of the materials used in relation to the anticipated objectives for, and difficulties of that group, including their motivational aspects, and suggestions for adaptations (if any) for the same group of learners</li> <li>3. the adaptability of the materials for an alternative purpose, teaching point or group of learners.</li> </ol>	<p>Very limited ability to discuss:</p> <ol style="list-style-type: none"> <li>1.see pass criterion</li> <li>2.see pass criterion</li> <li>3.see pass criterion</li> </ol>
<b>Analytical and reflective skills</b>	<p>Satisfactory <b>discussion</b> of the following, reflecting the development expected from initial training:</p> <ol style="list-style-type: none"> <li>1. the benefits of the assignment in relation to the selection or production, evaluation and adaptation of teaching materials</li> <li>2. the insights gained into teaching through this assignment.</li> </ol>	<p>Very limited ability to discuss with the moderator:</p> <ol style="list-style-type: none"> <li>1.see pass criterion</li> <li>2.see pass criterion</li> </ol>

### Assessment criteria: Unknown language journal

	<b>Awareness of aims and methodology</b>	<b>Awareness of contrastive features of English and Mandarin Chinese</b>	<b>Reflection</b>
<b>70%+ (A)</b>	The journal demonstrates excellent awareness of general aims and specific objectives of the lesson. Excellent awareness is shown of methodology and class management used by the teacher.	The journal shows excellent awareness of some of the main elementary contrastive features of English and Mandarin Chinese.	There is excellent awareness of the impact of the learning experience on you and others in the group.
<b>60-70% (B)</b>	The journal demonstrates good awareness of general aims and specific objectives of the lesson. Good awareness is shown of methodology and class management used by the teacher.	The journal shows good awareness of some of the main elementary contrastive features of English and Mandarin Chinese.	There is good awareness of the impact of the learning experience on you and others in the group.
<b>50-60% (C)</b>	The journal demonstrates some awareness of general aims and specific objectives of the lesson. Some awareness is shown of methodology and class management used by the teacher.	The journal shows some awareness of some of the main elementary contrastive features of English and Mandarin Chinese.	There is some awareness of the impact of the learning experience on you and others in the group.
<b>40-50% (D)</b>	The journal demonstrates insufficient awareness of general aims or specific objectives of the lesson. Insufficient awareness is shown of	The journal shows insufficient awareness of the main elementary contrastive features of English and Mandarin Chinese.	There is insufficient awareness demonstrated of the impact of the learning experience on you and others in the group.



	methodology and class management used by the teacher.		
<b>Below 40% (E)</b>	The journal demonstrates very little/no awareness of general aims or specific objectives of the lesson. Very little/no awareness is shown of methodology and class management used by the teacher.	The journal shows very little/no awareness of the main elementary contrastive features of English and Mandarin Chinese.	There is very little/no awareness demonstrated of the impact of the learning experience on you and others in the group.

## Personal tutorials

Trainees will be timetabled a personal tutorial each term. This will be around week 6 of the term, in student-centred learning week. Trainees will have the opportunity to discuss their progress and any concerns that they may have. A brief record will be kept and signed by the tutor and trainee. In addition, trainees are encouraged to email or call in at our office if they have any questions or concerns.

## Appeals and complaints procedure

### Summary of appeals and complaints procedure for trainees

Procedure for appeals by trainees

#### 1. Grounds for appeal

1.1 Trinity considers appeals only against overall awards of Fail, but not against awards of Refer, or against overall grades or marks where the trainee is deemed to have passed the course. Trinity does not itself award levels of pass (e.g. merit or distinction) but simply Pass, Refer or Fail.

1.2 Trinity considers appeals against overall awards of Fail only where trainees provide information or evidence to indicate that courses were possibly not delivered in line with the course provider's publicity and course information and/or Trinity's Validation Requirements and that therefore they were deprived of appropriate training and/or an appropriate assessment procedure. Such an appeal may relate to the assessment system in place and the way in which it was operated.

1.3 In handling appeals against a Fail, Trinity does not re-mark assignments or teaching practice. Trinity obtains information from the appellant, the course provider and the course moderator in order to reach a judgement as to whether the course has been appropriately delivered and the assessment system fairly implemented.

1.4 Trinity does not enter into disputes between trainees and course providers relating to payment or refund of fees or other charges, or financial compensation for delivery of services.

1.5 If an appeal is accompanied by a written or verbal proposal of legal action, then Trinity does not pursue the normal appeals procedure but refers the matter to its solicitors.

#### 2. First level of appeal

2.1 A fee of £25 is payable at the first level of appeal, by the appellant. If the appeal is granted, the fee will be refunded. Trainees wishing to appeal against an overall fail mark must write to the Head of TESOL at Trinity's London office setting out the following clearly and on numbered pages:

- the grounds for appeal which must be consistent with section 1.1 above
- the range of grades or marks that they believe they have been awarded for individual assignments, including teaching practice
- any other relevant evidence, including any assignments that they have failed where the course provider's grades, marks or written comments are included
- a note of the date when their fail was confirmed, and by whom, and in what mode — e.g. meeting, telephone, letter, email, etc.
- written confirmation that their letter of appeal may be shown to the course provider and the moderator for an investigation to take place.

2.2 The letter must be postmarked or fax dated not later than 14 days after trainees have received official confirmation from the course provider or from Trinity that they have failed. Appeals are not accepted by email.

2.3 It must be noted that the course moderator, following consultation with the course provider, makes recommendations as to whether trainees have passed, been referred on or failed the course. Trinity determines the final award and this is confirmed in a pro forma letter to the course provider from the Head of TESOL. Occasionally the Head of TESOL will ask the course provider in

that pro forma letter to provide additional information before Trinity confirms the award of Fail.

2.4 On receipt of an appeal, Trinity normally acknowledges the appeal in writing within seven days of its receipt. If the appeal is under the terms of the appeals procedure, Trinity forwards the relevant material to the course provider and course moderator with a view to investigating the grounds for appeal. If the appeal is not accepted as being consistent with Trinity's terms of appeal, the Head of TESOL writes to the appellant to explain the reasons for this decision. Rejection of the appeal terminates the first level appeals procedure but does not remove the appellant's right to pursue a higher level appeal.

2.5 The Head of TESOL reaches a decision after receiving the comments of the course provider and course moderator and replies to the appellant as appropriate. The target time for resolving appeals at first level is 28 days maximum from the date of receipt, depending on the completeness of information from the appellant and on the availability of relevant course tutors and the moderator to comment, and on that of the Head of TESOL.

### 3. Second level appeal

3.1 Appellants whose appeal at first level is not granted and who are not satisfied with the decision of the Head of TESOL may if they wish proceed to a second level of appeal. Appellants must write directly to the Head of Academic Governance giving their grounds for their continuance of the appeals procedure and their written permission for their second level appeal letter to be copied to the course provider and course moderator.

3.2 The letter must be postmarked or fax dated not later than 14 days after the date of the letter from the Head of TESOL confirming that their first level appeal is not granted. Second level appeals are not accepted by email.

3.3 Appellants need not enclose a further fee.

3.4 If the appeal is accepted under the terms of the appeals procedure, the Head of Academic Governance — Language normally acknowledges the appeal in writing within seven days of its receipt, copies the second level appeal letter to the Head of TESOL for information and forwards the relevant material to the course provider and course moderator with a view to investigating the grounds for appeal. This material includes the original appeal documentation and any additional documentation received.

3.5 The Head of Academic Governance — Language reaches a decision after receiving the comments of the course provider and moderator and replies to the appellant as appropriate. The target time for resolving appeals at second level is 28 days maximum from the date of receipt, depending on the completeness of information from the appellant and on the availability of relevant course tutors and the course moderator to comment, and also on that of the Head of Academic Governance.

### 4. Third level appeal

4.1 Appellants whose appeal at second level is not granted and who are not satisfied with the decision of the Head of Academic Governance — Language may if they wish proceed to a third level of appeal. Appellants must write directly to the Director of Academic Governance giving grounds for their continuance of the appeals procedure and their written permission for their third level appeal letter to be copied to the course provider and course moderator.

4.2 The letter must be postmarked or fax dated not later than 14 days after the date of the letter from the Head of Academic Governance — Language confirming that their second level appeal is not granted. Third level appeals are not accepted by email.

4.3 Appellants need not enclose a further fee.

4.4 The Director of Academic Governance normally acknowledges the appeal in writing within seven days of its receipt, copies the third level appeal letter to the Head of Academic Governance — Language and the Head of TESOL for information and reaches a decision in association with an independent member of the ESOL and TESOL Review Board after receiving the comments of the course provider and moderator. They then reply to the appellant as appropriate. The target time for resolving appeals at third level is 28 days maximum from the date of receipt, depending on the completeness of information from the appellant and on the availability of relevant course tutors and the course moderator to comment, and also on that of the Director of Academic Governance and the independent assessor.

### 5. Possible outcomes of appeal where granted

In the event of an appeal against fail being granted, it is possible for Trinity to take any of the following actions:

- require course providers to re-assess a specific written assignment and give their written comments as to the reason for the final grade or mark, which may, but need not necessarily, differ from the original grade or mark
  - require moderators to re-assess the materials assignment
  - require course providers to give trainees a further opportunity to repeat the entire course and all assignments at the course provider's whole or part expense (i.e. a referral)
  - require course providers to give trainees a further opportunity to repeat one or more assignments including all or part of teaching practice, and with appropriate support and input from the course provider, at the course provider's whole or part expense (i.e. a referral)
  - require the course provider to make changes to their course design or delivery, including assessment systems, against a specific deadline in order to retain validation by Trinity.
- Trinity does not reimburse trainees with all or part of their training fees or moderation fees. In the event of a first or second level appeal not being granted, Trinity reminds appellants that they have the possibility of proceeding to a second or third level appeal respectively.

### **Procedure for complaints by trainees**

#### 1. Grounds for complaint

1.1 Trinity will consider serious complaints by trainees who have in fact met all course requirements and been awarded a Trinity CertTESOL, as well as by those who have failed, if they can demonstrate that courses were not delivered in line with the course providers' publicity and course information and/or Trinity's Validation Requirements and that therefore they were deprived of appropriate training. Please note the outcome of complaints where substantiated under section 2.3.

1.2 It must be noted that Trinity does not enter into disputes between trainees and course providers relating to payment or refund of fees or other charges, or financial compensation for inadequate delivery.

#### 2. Complaints procedure

2.1 Trainees must write to the Head of TESOL at Trinity setting out the precise reasons for their complaint and include any relevant evidence, together with written confirmation that their letter of complaint may be shown to the course provider and the moderator for an investigation to take place.

2.2 If the complaint is accepted as a complaint under the terms of the complaints procedure, Trinity normally acknowledges the complaint in writing within seven days of its receipt and forwards the relevant material to the course provider and course moderator with a view to investigating the grounds for complaint.

2.3 Trinity reaches a decision after receiving the comments of the course provider and replies to the appellant as appropriate. The target time for deciding the outcome of complaints is 28 days maximum from the date of receipt, depending on the completeness of information from the complainant and on the availability of relevant course tutors to comment, and on that of the Head of TESOL.

#### 3. Possible outcomes of complaint where substantiated

3.1 It must be noted that if the complaint is found to be substantiated, Trinity may require the course provider to make changes to their course design or delivery, including assessment systems, against a specific deadline in order to retain validation by Trinity.

3.2 Trinity does not reimburse trainees with all or part of their training fees or moderation fees.

**Obtaining more information**

For further information on any aspect of Trinity's TESOL or ESOL qualifications, contact:

Trinity College London

89 Albert Embankment

London SE1 7TP UK

T +44 (0)20 7820 6100

F +44 (0)20 7820 6161

For TESOL information, including a list of CertTESOL course providers, contact Trinity by email on [tesol@trinitycollege.co.uk](mailto:tesol@trinitycollege.co.uk)

For ESOL information, contact Trinity by email on [esol@trinitycollege.co.uk](mailto:esol@trinitycollege.co.uk)

Information, including contact details of CertTESOL course providers, is also available on the Trinity website at [www.trinitycollege.co.uk](http://www.trinitycollege.co.uk)