



TEFL (Trinity CertTESOL)
Program Syllabus

TRINITY
COLLEGE LONDON

Validated Course Provider 47961

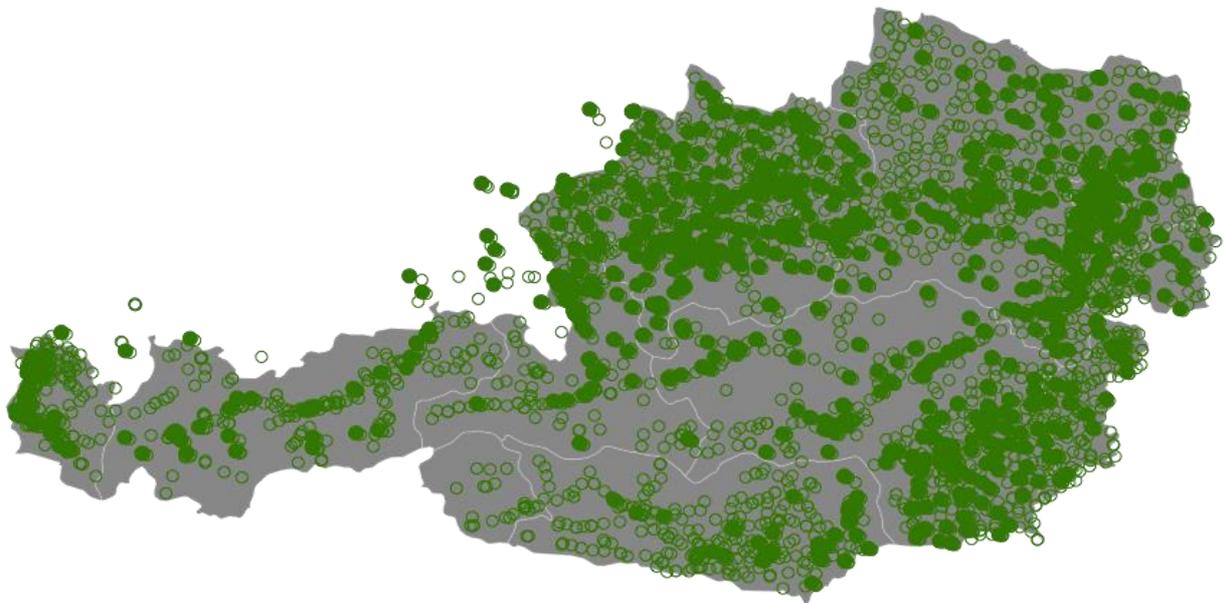
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1. BACKGROUND

The GET Academy has a dual mission in Austria: Firstly, to promote language learning, social skills, and cultural exchange between English-speaking countries and Austria. We aim to reach every child in Austria with a free English project by the year 2022 and transform language teaching using student-centered, communicative language teaching methodologies by bringing hundreds of young teachers from native English-speaking countries into Austrian classrooms. Secondly, to provide a vocational TEFL education to new teachers from the English-speaking world. The academy also runs in-service teacher training for existing Austrian teachers in order to help improve language teaching in Austria and neighbouring countries. The map below shows the scope of the academy's outreach projects to schools in Austria:

- Schools that have received a free English project
- Schools that are projected to receive a free English project by 2020



2. AIMS

This entry-level program is a vocational TEFL (Teaching English as a Foreign Language) training program which aims to provide student teachers with a strong set of practical teaching skills to aid them in the sound application of contemporary language teaching methodologies. The approach to English language learning emphasised on the program draws on a range of approaches and methodologies broadly considered to constitute best practice in contemporary language learning and teaching, especially for primary and secondary learners. This includes Content and Language Integrated Learning (CLIL) and Task-based Learning (TBL) within a communicative language teaching (CLT) framework.

The vocational nature of the program means that there is a strong focus on practical classroom experience. The program allows student teachers to put theory into practice during their teaching practice sessions at Austrian state schools and develop their theoretical knowledge of language teaching and learning from teacher training sessions at one of our two campus locations. By combining aspects of several established and respected approaches, the program aims to train new teachers to be adaptive to the contextual needs of the learners, the schools, the Austrian national curriculum, and the practices of learners' main class teachers, thereby complementing the learning they have already experienced. Successful completion of the program will not only equip participants with the skills and certifications to work in the ELT industry, but also instill in them the confidence and authority to be successful ELT practitioners across a variety of fields.

The GET Academy's TEFL program is run in partnership Trinity College London and in accordance with the Austrian national curriculum for English. Upon successful completion of the program, participants who complete all the required coursework will be awarded a TEFL-YL and Trinity CertTESOL. These certifications, along with the program's extensive practical experience and job placement program, gives participants a head start over thousands of other job applicants and allows them to choose and follow their own professional pathways. Graduates will be trained to access sources of continued professional development and encouraged to continue developing as teachers long after they leave the program.

3. OBJECTIVES

Student teachers will be expected to demonstrate the following learning outcomes on completion of the course:

1. Knowledge of the main grammatical, lexical and phonological features of standard English
2. Awareness of the learning needs of individuals or groups of learners, and of the motivation of learners in a variety of cultures and contexts
3. Ability to establish rapport and create and maintain learners' interest
4. Ability to draw up a range of lesson plans with clear and achievable aims, using appropriate methods for learners with various needs
5. Ability to manage and simulate active participation among a class of learners and provide a relevant learning environment and learning opportunities in relation to their learning objectives
6. Ability to evaluate, use and adapt published material and create simple teaching material, which may include using the internet, visual aids, audio, video and ICT
7. Broad understanding of the main advantages and disadvantages of various language teaching approaches
8. Specific Understanding of Content and Language Integrated Learning (CLIL), Task-based Learning (TBL), Total Physical Response (TPR) and communicative language teaching (CLT).
9. Ability to evaluate their own effectiveness as teachers and to work cooperatively as members of a teaching team
10. Awareness of the need to continue their development as ESOL teachers
11. Awareness of the means of finding a TESOL post after training and of the main issues relevant to employment in this area

4. PREREQUISITES

Candidates must, as a minimum, be at least 18 years old, hold qualifications which would allow them entry into higher education in their home countries (for example, A-levels or equivalent) and be able to speak English at a native-speaking level to be eligible for this program. An ideal candidate would have a bachelor's degree (not necessarily in education) and experience working with young learners (particularly experience in non-traditional teaching environments, such as summer camps, youth groups or outdoor education). Due to the intensive nature of the program, student teachers need to be motivated and have a strong drive to enter into the ELT industry as a teacher. Successful student teachers must work as a team with all staff, teaching and non-teaching, and value mutual support in the teaching, learning and training environment. They must also show a constructive response to critical feedback and be open to new ideas from tutors and peers.

5. PROGRAM ORGANISATION

The program takes place within the framework of a 20-week vocational EFL teaching placement which is organised into two modules:

Module 1: Communicative Language Teaching in Practice (TEFL-YL)

Module 2: Foundations of Language Teaching (Trinity CertTESOL)

These modules run concurrently throughout the course and aim to inform the teaching approaches practiced in the classroom.

Student teachers should note that their participation in Module 2: Foundations of Language Teaching (Trinity CertTESOL) is dependent of their successful participation in the broader TEFL program. ***Should a student teacher fail the requirements of Module 1: Communicative Language Teaching in Practice (TEFL-YL), they will automatically be withdrawn from the CertTESOL.*** For more information see *Section 10: Assessment*.

6. PROGRAM STRUCTURE

The program is structured into practical and theoretical elements that consists of a weekly teaching practice requirement in order to provide student teachers with an extensive practical teaching experience in Austrian schools to complement theoretical seminars and workshops. By taking part in morning teaching practice sessions and afternoon seminars and workshops, student teachers are given extensive opportunities to connect theory and practice.

6.1. Practical Elements

Teaching practice (both observed and unobserved) is an integral element of teacher training. The academy works with national, state and local Austrian education authorities to provide teaching practice sessions with authentic Austrian students in real Austrian classrooms, while our community outreach initiative simultaneously helps implement part of the Austrian national curriculum. Teaching practice take place each morning at Austrian state schools whereby student teachers implement the academy's outreach project teaching while completing sections of their teaching practice coursework.

During teaching practice, student teachers will observe and be observed by their senior teachers, course tutors and their peer student teachers. Observations provide an

opportunity for reflection, analysis and critical feedback; all an integral part of continued professional development.

Due to logistical considerations, student teachers are provided with their teaching practice timetables on a weekly basis. Any timetabling enquiries can be directed to the relevant senior teacher.

6.2. Theoretical Elements

Theoretical input sessions that inform the teaching practice are held each afternoon at The GET Academy campus. A sample weekly timetable is provided below. Please see the *TEFL Program Timetable Spring 2018* on the Google Classroom for more detail.

Sample Timetable

	Mon	Tues	Wed	Thu	Fri
07:30 - 13:30	Teaching Practice	Teaching Practice	Teaching Practice	Teaching Practice	Teaching Practice (07:30-12:30)
13:30 - 15:30	Lunch/Travel	Lunch/Travel	Lunch/Travel	Lunch/Travel	Lunch/Travel (12:30-14:30)
15:30 - 17:00	Input session	Input session	Input session	Input session	Input session (14:30-16:00)
17:00 - 17:30	Independent study	Independent study	Independent study	Independent study	Independent study (16:00-16:30)
17:30	Campus closes (16:30 on Fridays)				

Theoretical input sessions may take a number of forms and are designed to prepare student teachers for their teaching practice at school. Listed below are the main types of input sessions, further detail is provided in the program timetable:

Seminars: Teacher-led inputs used to introduce student teachers to a range of topics covering (but not limited to) teaching methodology, lesson planning, language awareness, teaching procedures, learning strategies, self-evaluation, and assessment of learning. Seminars are focused on helping student teachers develop their ELT knowledge.

Workshops: Student-centred inputs used to help student teachers research and develop their own learning strategies and problem solving skills. Workshops are often scheduled for developing practical teaching skills such as classroom management, behaviour management, error correction, using games in the classroom and motivating students. Workshops are focused on helping student teachers develop their ELT skills.

Supervised lesson planning: Student teachers are scheduled to have regular supervised lesson planning sessions with their course tutors. This provides an opportunity for student teachers to get personalised guidance and feedback on their planning strategies and prepare them for their observed lessons. Student teachers may also take advantage of these sessions to request guidance on successful completion of written assignments and exam preparation. Lesson planning sessions are focused on helping student teachers develop their planning and evaluating skills.

Independent study: A chance for student teachers to use campus resources to complete course work from each module. During independent study, course tutors are available for assistance or student teachers may find a quiet area of the campus for private study. Independent study is focused on helping student teachers develop their individual learning strategies.

6.3. Program Logistics

The academy has two campuses. The Vorchdorf campus is located in the Austrian Lake District between Salzburg and Linz and the Vienna campus is located in the south-west side of the city near Mödling, the royal family playground. During the program, student teachers will change location once between these two campus locations in order to give everyone access to a range of different learner profiles, class profiles and school types. Although the core age group taught during the program is between ten to fourteen years old, the program includes the opportunity to teach learners from anywhere as young as six years old up until adult age.

7. PROGRAM CONTENT

7.1. MODULE 1: COMMUNICATIVE LANGUAGE TEACHING IN PRACTICE

The content of this module is formed by the requirements of the GET Academy's in-house TEFL-YL certificate and consists of one unit of work.

7.1a. Unit 1: Communicative Language Teaching in Practice

This unit provides student teachers with the opportunity to gain experience in a real teaching environment and implement communicative language teaching (CLT) methods. The academy works with national, state and local Austrian education authorities to provide teaching placement opportunities with authentic Austrian students in real Austrian classrooms, while our community outreach programme simultaneously helps implement part of the Austrian national curriculum.

During this teaching placement unit, student teachers are supported to develop their practical teaching skills with the assistance of experienced Senior Teachers and Course Tutors. Student teachers have the support of the academy's in-house lesson programming for use at school and take part in a regular observation and feedback cycle to help develop their analytical and reflective skills.

Each week, senior teachers complete a *Project Assessment Form* for each student teacher in their student teacher group. The assessment form consists of six key criteria that must be completed to a satisfactory level. Senior teachers will assess these criteria and provide brief

commentary to help guide student teachers project implementation. The six key criteria are:

- Behaviour management
- Classroom safety and organisation
- Enthusiasm and motivation
- Establishment of an immersive learning environment
- Use of course materials
- Professionalism at school

Learning outcomes:

Successful student teachers must demonstrate the following learning outcomes in the context of initial training:

1. Ability to manage learner behaviour
2. Ability to implement a safe and inclusive learning environment
3. Awareness of a variety of classroom organisation forms and structures
4. Understanding of teacher presence to encourage and engage learners
5. Ability to build student-teacher and student-student rapport
6. Ability to establish an immersive learning environment
7. Ability to follow set course materials
8. Ability to manage pace and timing in a young learner classroom
9. Awareness of professional conduct in an educational setting

Instructions to student teachers:

As part of the vocational TEFL placement, student teachers are organised into teaching groups. Teaching groups will spend the first half of the program with one senior teacher before rotating to a new senior teacher for the second half of the program. The supervising senior teacher at each project will conduct spot checks of classrooms to assess their student teachers implementation of the provided programming. The senior teacher will use the *Project Assessment Form* to record an aggregate grade for each student teacher in their group each 5 weeks. Student teachers will receive regular verbal feedback on their teaching in order to ensure their continued development in this aspect of the TEFL program

Assessment:

Student teachers must receive a grade of 'weak pass' or higher on each of the six key criteria for this unit. Grading criteria and descriptors can be found on *Project Assessment Form* located on the Google Classroom. Student teachers will receive a grade for this unit every five weeks. Student teachers who fail to meet the key criteria will be referred to the Academic Director for an emergency tutorial and they may be withdrawn from the program.

7.2. MODULE 2: FOUNDATIONS OF LANGUAGE TEACHING

The content of this module is formed by the requirements of Trinity College London's CertTESOL and is broken down into five units of work.

7.2a. Unit 1: Teaching Skills

This unit consists of two main areas of assessment; CertTESOL Teaching Practice (8 x 50-minute lessons) and the Guided Observation Journal.

Guided Observation Journal:

The Guided Observation Journal is designed to assist student teachers in their analysis of the communicative language teaching approach. During guided observations (GOs), student teachers will observe more experienced teachers (Senior Teachers and Course Tutors) implementing communicative methods in Austrian classrooms and be prompted to consider the reasoning and result of particular teaching techniques and procedures as well as the outcomes for the learners. GOs take place on a weekly basis and student teachers receive regular feedback on their analysis.

Objectives of the guided observations:

1. To introduce student teachers to the practice of teaching and to help build positive relationships with senior staff.
2. To allow student teachers to observe experienced teachers demonstrating techniques and skills presented in tutorial sessions.
3. To expose student teachers to individual teaching styles working within the TESOL framework.
4. To demonstrate that the development of classroom skills and techniques is an ongoing process which continues throughout one's teaching career.

Instructions to student teachers:

GOs take place at Austrian state schools and are scheduled one week in advance on the *Observation Timetable*. Student teachers are instructed to check the *Observation Timetable* regularly to ensure they are aware of the date, time and location of their GOs each week.

During GOs, student teachers are instructed to use the Guided Observation Journal templates for their observations. The focus of each observation, in order of completion, is as follows:

GOJ 1: Non-verbal communication

GOJ 2: Behaviour Management

GOJ 3: Teacher instructions

GOJ 4: Organisational structures and interaction patterns

GOJ 5: Managing Error

Due dates for Guided Observation Journal entries are available on the Google Classroom.

Guided Observation Journal entries are to be typed onto the Google Docs template while observing and based on the pro forma points provided. The completed journal is to be submitted electronically on the Google Classroom. The format of the journal is NOT to be adjusted.

Assessment:

Student teachers must receive a grade of 'weak pass' or higher on each of the Guided Observation Journal entries. Grading criteria and descriptors can be found on each journal entry template located on the Google Classroom. Should a student teacher fail a journal entry, they will have **one** chance to resubmit. Should a student teacher fail the resubmission, they will fail the unit and be recommended for a referral for this unit of work (see *Section 10. Assessments* for further information about referrals).

Teaching Practice:

During Teaching Practice (TP), student teachers will begin to plan, implement and evaluate their own original lessons. Student teachers take part in a series of theoretical input sessions and workshops to inform their planning and deliver lessons to a range of learner types across the learner spectrum. Student teachers are introduced to teaching aids such as course books, print material and electronic equipment to assist in the implementation of their teaching aims. Student teachers are observed by their course tutors and receive feedback in order to help develop their analytical, evaluation and planning skills. Student teachers are required to plan, implement and evaluate **eight 50-minute lessons over the duration of the program** and compile a *Teaching Practice Journal* which is submitted upon completion of this unit.

Learning outcomes:

Successful student teachers must demonstrate the following learning outcomes in the context of initial training:

1. Understanding of, and ability to put into practice, current TESOL approaches, methodologies and management skills appropriate to lesson aims, and to the learners' background and learning objectives
2. Ability to use materials and teaching aids with technical competence, imagination and awareness of how they meet learning requirements
3. Potential to assess their own strengths and weaknesses in order to benefit from further training and assist in the evaluation of their peers

Instructions to student teachers:

Student teachers plan and implement eight original lessons that are observed by Course Tutors. The first lesson consists of a 25 minute communicative activity. The other lessons should be 50 mins and require a lesson plan to be submitted on the Google Classroom **by 7am on the Monday before the lesson takes place** (including any materials used). Each TP should have a communicative learning objective and be accompanied by at least one secondary learning objective that focuses on developing a sub skill (reading, writing, speaking, listening) or language point (grammar, lexis, phonology, function).

TP's for this unit will be scheduled 3 weeks in advance on the *Observation Timetable*. Student teachers are instructed to check the Observation Timetable regularly to ensure they are aware of the date, time and location and class profile of their TPs each week.

After the TP, student teachers will attend a 30 minute feedback session with the Course Tutor who observed the lesson, whereby the tutor will guide the student teacher through a self-evaluation process and provide verbal feedback on the lesson. After this feedback session, student teachers must complete the written self-evaluation form and submit it on the Google Classroom by the due date. On receipt of the self-evaluation form, observing tutors will give the lesson a final grade.

Assessment

In order to pass this unit, student teachers must pass 7 out of 8 Module 2 (CertTESOL) TPs ('weak pass' or higher). Grading criteria and descriptors can be found on the Module 2 Teaching Practice feedback form located on the Google Classroom. Should a student teacher fail to pass 7 out of 8 Module 2 TPs, they will be referred to a senior Course Tutor for

a makeup observation. For this unit, student teachers may only attempt **one** makeup observation. Should a student teacher fail their makeup observation, they will fail the unit and subsequently fail Module 2 (Trinity CertTESOL) of the program.

Coursebook Assignment:

EFL/ESOL teachers are constantly challenged with finding the correct coursebook or materials for their students. The Coursebook Assignment will help you as student teachers raise your awareness of the various coursebooks found in the EFL sector while giving you a more critical eye when looking through and preparing materials for your teaching practice.

Learning outcomes:

Successful student teachers must demonstrate the following learning outcomes in the context of initial training:

1. Awareness of the key features required of coursebooks and print materials in relation to presentation of form and function and appropriacy for the learner.

Instructions to student teachers:

Student teachers should select and analyse a coursebook of their choice and complete the assignment using the Coursebook Assignment template. Make sure you use an appropriate coursebook that you could use in the classroom and check your coursebook selection with your course tutor before you complete the assignment.

Assessment

This assignment is not graded, but is a hurdle requirement for completing the course. Student teachers must make a reasonable effort to complete all sections of the assignment (all questions should be answered according to word limits). Assignments that are not reasonably completed will be returned for resubmission. Student teachers will have **one** opportunity to resubmit this assignment should it be deemed necessary. Should a student teacher fail the resubmission, they will fail the unit and be recommended for a referral for this unit of work.

7.2b. Unit 2: Language Awareness and Skills

In this unit student teachers are introduced to language systems (lexis, grammar, phonology and functions) and language skills (reading writing, speaking, listening). Student teachers are supported in techniques to research and apply language systems and skills in their lessons. Student teachers' ability to engage with the content of this unit and implement it in their teaching is assessed in Units 1, 3, 4 and 5 of this module. Student teachers will complete a series of take-home exams to assess the candidates' knowledge of topics covered during input sessions on lexis, grammar, functional language and phonology, and facilitate the development of their own research skills.

Learning outcomes:

Successful student teachers must demonstrate the following learning outcomes in the context of initial training:

1. Understanding of the relationships between linguistic form (phonological, lexical and syntactic), function and meaning in standard English

2. Knowledge of the principal concepts and terminology for describing the structure and use of English
3. Ability to express the above in terms of language skills and sub-skills
4. Understanding of how to teach linguistic form (phonological, lexical and syntactic), function and meaning in standard English in a communicative context
5. Understanding of how to integrate linguistic form (phonological, lexical and syntactic), function and meaning into a language learning syllabus or programme
6. Understanding of how to assess their learners' competence in these areas
7. Awareness of geographical varieties of English, including the emergence of English as a lingua franca, and associated implications for teaching
8. Awareness of sources of interlingual interference
9. Awareness of current written and spoken usage
10. Familiarity with main reference resources and ability to research teaching points (language and skills) as required
11. Ability to research lexis, grammar and phonology areas, using appropriate reference and resource books
12. Ability to apply the knowledge of lexis, grammar and phonology to teaching practice, the Learner Profile, the Materials Assignment and the language awareness test/assignment as required
13. An awareness of a variety of relevant sub-skills that support language learning
14. An application of some of these sub-skills to communicative learning and teaching approaches
15. A reflection and evaluation of their success

Instructions to student teachers

The language awareness exam is 60 minutes in duration and handwritten. Requirements for exam conditions are:

1. Candidates must use the allocated seating
2. Mobile phones should be switched off and put away for the duration of the exam
3. Answers should be written in pencil
4. No talking during the exam
5. Only water in a clear plastic bottle allowed
6. No bathroom breaks, early finishers can leave up until 15 mins before the end of the exam

Student teachers will have the opportunity to undertake a mock exam and receive feedback on their performance during the week before the exam.

The academy should be informed as soon as possible, accompanied by supporting documentation, if any extenuating circumstances exist that might qualify a student teacher for extra time or academic support.

Assessment

The pass grade for the exam is 60%. Student teachers who achieve 85% will receive a 'strong pass' grade. Student teachers who do not attain a pass grade will be given **one** opportunity to resit the exam. Should a student teacher fail the resit, they will fail the unit and be

recommended for a referral for this unit of work (see *Section 10. Assessments* for further information about referrals).

7.2c. Unit 3: Learner Profile

In this unit student teachers explore the depth of learner needs by conducting a one-on-one lesson with a learner. Student teachers draw up a linguistic profile and needs analysis for their learner based on samples taken from an initial interview. Student teachers then plan and teach a lesson with the learner and prepare a series of broad recommendations for their future study program.

Learning outcomes:

Successful student teachers will demonstrate the following learning outcomes in the context of initial training:

1. Be able to draw up a simple linguistic profile/analysis and needs analysis for one learner of English on the basis of interviews totalling a minimum of 60–90 minutes and a sample of the learners written work which may include diagnostic tests (the interviews should include general discussion of the learner's language learning background and aims in learning English, preferred methods of learning, and the strengths and weaknesses of the learner)
2. Be able to prepare and teach (unobserved) one lesson of 45–60 minutes (this lesson does not count as one of the six hours of observed and assessed teaching practice)
3. Be able to prepare a number of broad recommendations for the learner's study programme in at least one area of each of the four main skills, including grammar and phonology

Instructions to student teachers:

The Learner Profile Assignment has 4 main components:

Section 1: One-to-one Needs Analysis, including a 60 min interview

Section 2: Language Diagnosis and Error Analysis

Section 3: Lesson Plan, Lesson Delivery (50 mins) and one-to-one course design

Section 4: Recommendations for the learner's future language development

Procedure:

Student teachers should select a learner (not a family member) who is willing to participate in the assignment. Student teachers who are unable to find a participant may be allocated a learner at school. Before the interview student teachers design or select their own needs analysis tasks. These tasks should allow the student teacher to diagnose the learner's strengths and weaknesses in terms of grammar, lexis and phonology and the four skills (reading, listening, speaking and writing).

It is advised that student teachers use approximately 25 minutes for the recorded listening/speaking part of the interview and approximately 25 minutes to ascertain the learner's reading and writing ability.

Student teachers who are allocated a learner at school will be provided with a classroom for the interview and the one-to-one lesson. Student teachers who select their own participant can use the training room at the campus or find their own suitable place to meet where the environment is conducive to conducting a one-to-one lesson and a recording of

the interview (i.e. not a noisy cafe or public area, but rather an office space, private residence etc.).

Recording materials:

Smart phones may be used for recording. The academy can provide recording device if necessary. The recording must be submitted for moderation. This is submitted electronically as an MP3 file (via Google Classroom) with the completed template. **The entire 60 minute interview should be recorded and submitted.**

A Note on Materials:

As is the case with student teachers teaching practice lessons, the materials used in the interview and lesson may be published teaching materials. These should be adapted with materials devised by the student teacher to meet the particular identified needs of the learner. **All materials that the learner uses or generated must be submitted as part of the assignment.** If necessary, scan or photograph materials to upload. Include originals when submitting for moderation.

Assessment:

Student teachers must receive a grade of 'weak pass' or higher for each section of the Learner Profile assignment. Grading criteria and descriptors can be found on the assignment template located on the Google Classroom. Should a student teacher fail a section, they will have **one** chance to resubmit. Should a student teacher fail the resubmission, they will fail the unit and be recommended for a referral for this unit of work (see *Section 10. Assessments* for further information about referrals).

7.2d. Unit 4: The Materials Assignment

In this unit student teachers plan, produce and evaluate a classroom material of their choice. The classroom material will be accompanied by one or more complementary classroom tasks that help achieve the lesson objectives. Student teachers then complete a written evaluation of the material and consider how it might be adapted for use in subsequent teaching environments. This unit culminates in an oral interview about the material with an external moderator from Trinity College London, whereby the student teacher must justify their choice and evaluation of the material.

Learning outcomes:

Successful student teachers will demonstrate the following learning outcomes in the context of initial training:

1. The ability to plan, produce, use and evaluate simple classroom teaching materials and accompanying tasks
2. The ability to produce a written rationale and evaluation of the effectiveness of the materials
3. The ability to reflect on and discuss the use of the selected materials

Instructions to student teachers:

The Materials Assignment is an assignment which is **assessed externally by a Trinity moderator during moderation.** It involves:

- The creation of material for use during assessed teaching practice (it is in the student teacher's interest to prepare material for every observed lesson during this component so that they have a selection of up to eight materials to choose from).
- The implementation of this material during officially observed Module 2 Teaching Practice.

- Writing a reflective assignment on ONE implementation of ONE material.
- An interview on the above material and material creation in general.

The written assignment includes:

1. A short class profile:
 - a. Number of learners
 - b. CEFR level
 - c. Monolingual or multilingual class
2. A summary of the chosen material:
 - a. Type: For example cloze passage, flash cards, cue cards, realia etc.
 - b. Type of activity: For example listening, speaking, reading or writing and phonology, lexis, functional or grammar.
 - c. Point in lesson when used: For example restricted practice, less-restricted practice or production.
3. A rationale, describing:
 - a. The linguistic purpose of the material and the learners' language objectives in the activity.
 - b. Appropriacy of the chosen material for the learners' level and why it was appropriate.
 - c. Anticipated difficulties noted prior to the implementation of the material, including possible solutions identified.
 - d. How the material caters to different learning styles and how it motivates learners.
4. An evaluation, describing:
 - a. The effectiveness of the implementation of the material.
 - b. The organisational layout (groupings) and associated interaction patterns used and why.
 - c. How the material fits into the wider context of the lesson.
 - d. The reasons for the success of the material and the evidence that showed it was successful.
 - e. How the material could be improved for the same learners in relation to targeting their linguistic needs better, but also in terms of the design and presentation.

Assessment:

Below are the marking criteria for the Unit 4 Materials Assignment. Candidates can receive 0, 1 or 2 marks for each criterion. There is a total of 24 marks that can be achieved, and candidates must achieve 14 to pass.

Written Communication Skills

The ST is able to:

› identify a linguistic purpose and specific objectives	› explain how the materials were appropriate to the students' linguistic needs	› identify potential difficulties of the materials for the learners and solutions for dealing with them	› effectively discuss how the materials were used in the classroom	› evaluate the success of the materials	› suggest how the materials might be improved
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Oral Communication Skills

The ST is able to:

› discuss the suitability of the materials both in terms of needs and motivation for the learners	› discuss what problems arose from the materials and how these were dealt with	› discuss how the learners responded to the materials and why the trainee thought this was the case	› discuss what the learning outcomes were from the materials and how the materials might be improved	› demonstrate what they have learnt about the selection/production of English language teaching materials	› demonstrate what they have learnt about teaching English using materials from different sources
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During the materials interview, or just after it, the moderator gives marks for each criterion on their list. To be awarded a mark for a criterion, the student teacher must provide a reasonable answer. Be sure to address not just the practicalities of the materials, but also the **linguistic considerations and learning outcomes**.

7.2e. Unit 5: Unknown Language

In this unit, student teachers take part in a series of lessons where they have the chance to experience first-hand what it is like to be a language learner. Conducted over four 60 minute sessions, student teachers develop their awareness of the learning experiences and feelings of a learner being taught a new language, with little or no use of the learner's first language. Student teachers keep a journal of their experiences and try to identify the grammatical, functional and lexical objectives of the lessons and broad details of the methods used by the teacher to achieve these objectives. Student teachers reflect on their experiences and consider how this insight could inform their own teaching.

Learning outcomes:

Successful student teachers will demonstrate the following in the context of initial training:

1. Awareness of the learning experiences and feelings of a learner being taught a new language, with little or no use of the learner's first language

2. Ability to identify the aims and objectives of the lesson and the ways in which these were or were not achieved through the methodology, materials and class management techniques employed
3. Awareness of a few of the main elementary contrastive features of the taught language and of English

Instructions to student teachers:

Student teachers should use the templates provided for their UFL journal entries. These can be accessed on the Google Classroom. The entries include:

Lesson 1: Commentary on the teacher, including methods and procedures.

Lesson 2: Commentary on the learner, including learning experiences and perceptions.

Lesson 3: Commentary on the lesson, including lesson aims and methods.

Lesson 4: Reverse lesson plan for Lesson Four (using the lesson plan pro forma), contrastive language analysis & a summary of the overall experience

The lessons will focus on the spoken language and use a communicative approach. Student Teachers are to experience the lessons as true learners and as such are not permitted to make notes during the lesson. The final part of every lesson is used as a discussion on the lesson.

Student teachers are encouraged to make notes directly in their journal during the end of lesson discussion and should use the pro forma provided when typing up their formal observation reports. Any opinions expressed should be supported by reasons and examples. The completed journal is to be typed and submitted electronically, adhering to the submission deadlines outlined on the Google Classroom.

Assessment:

Student teachers must receive a grade of 'weak pass' or higher on each of the UFL journal entries. Grading criteria and descriptors can be found on each journal entry template located on the Google Classroom. Should a student teacher fail a journal entry, they will have **one** chance to resubmit. Should a student teacher fail the resubmission, they will fail the unit and be recommended for a referral for this unit of work (see *Section 10. Assessments* for further information about referrals).

8. ATTENDANCE

Attendance is mandatory at all course events. A day of coursework missed in part is considered a day missed in whole. Student teachers' success on the course is dependent on their participation level. Missing course seminars, workshops, teaching practice, exams or other scheduled course events without submitting (and having approved) a request form for an excused absence in advance, with supporting documentation, will result in a Student Teacher Warning (see *Section 11. Student Teacher Conduct*). In addition, each unexcused absence is reported on the student teacher's final in-house TEFL certificate. This certification documents the student's participation in the program and acts as a letter of recommendation at the end of the course. While there are limited opportunities for resubmissions, missing parts of the program will result in an automatic failure of that unit. **Due to the vocational nature of the program, student teachers who miss more than 5 days of scheduled course events (including teaching practice and input sessions) for any reason (including illness and excused absences), will automatically fail the program.** Student

teachers who fail due to absenteeism, may reapply for subsequent programs, including credit transfer for completed coursework.

9. COMPLETING AND SUBMITTING COURSEWORK

All assignments and course materials can be found on the Google Classroom and must be submitted as a Google Doc. This is achieved by writing directly onto the assignment template found in the assignment post on the classroom. Alternatively, student teachers can download the documents in Word format and work offline, copying and pasting finished work back into the relevant Google document. **Assignments and teaching practice documents (other than materials that might be scans, photos, etc.) must be uploaded in Google Document format - work not in this format will not be graded.**

The completion and submission of written assignments is subject to strict deadlines. Failure to submit assignments by the designated deadline will result in the following academic penalty:

1. Assignments submitted after, but within 24-hours of the deadline will be capped at a 'pass' grade ('weak pass' in the case of resubmissions).
2. Assignments submitted more than 24-hours after the deadline will receive an automatic 'fail' grade.

Written assignments that receive a 'fail' grade may be re-submitted, however, a written assignment **may only be re-submitted once, and will be capped at a 'weak pass' grade.** Should a re-submitted assignment receive a 'fail' grade, the student teacher in question will be referred on that unit of the course (see *Section 10. Assessments* for further information about referrals).

Extensions for written assignments may be granted in exceptional circumstances. Applications for extensions may be submitted to the Course Coordinator in writing up to 24-hours **before** the assignment deadline.

10. ASSESSMENT

Student teacher performance throughout the entire program will be indicated on the back of their final in-house certificate from the academy.

Module 1: Communicative Language Teaching in Practice (TEFL certificate)

Pass

To pass this module, a minimum grade of a 'weak pass' must be achieved in both units of work:

- Unit 1: Communicative Language Teaching in Practice
- Unit 2: Project Teaching in the EFL Classroom

Fail

Student teachers deemed to have failed this module will have received a fail grade for either Unit 1 or Unit 2.

Note: Student teachers who fail this module will be withdrawn from the program.

Module 2: Foundations of Language Teaching (Trinity CertTESOL)

Pass

To pass this module, a minimum grade of a 'weak pass' must be achieved in all units of work:

- Unit 1: Guided Observation Journal
- Unit 2: Teaching Practice and Teaching Practice Portfolio
- Unit 3: Language Awareness Exam
- Unit 4: Unknown Foreign Language
- Unit 5: Learner Profile
- Unit 6: Materials Assignment

Referral

Student teachers deemed to be eligible for referral will have completed the entire program and will have also completed all Module 2 assignments, one or more of which received a 'fail' grade.

Note: Trainees can be referred on the externally assessed Unit 4 and not more than three of the internally assessed units. Trainees will be charged an additional referral fee for each unit. If a trainee is referred on a Module 2 assignment, they will be liable for the additional moderation fee charged by Trinity College London. For more information see the [Trinity CertTESOL Syllabus](#).

Deferral

A student teacher who has completed all the assignments including teaching practice but is unable to attend the current moderation visit as a result of exceptional extenuating 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.

Fail

Student teachers deemed to have failed the course will have completed the entire course and they will have also completed all internally assessed assignments, three or more of which received a 'fail' grade.

Withdrawal

Trainees deemed to have withdrawn from the course will have stopped attending the course of their own volition before its completion. All requests for trainees to withdraw from one course and carry credits for work done to a later course with the same course provider, must be pre-approved by Trinity.

Note: *Student teachers must complete the entire program to be eligible to receive certifications.*

11. SPECIAL EDUCATION NEEDS

Program participants who require special arrangements in order to receive the same access to the program and go through the same training and experience as everyone else may submit for consideration an educational psychologists report detailing their learning

difference. Where appropriate, provisions will be made to ensure equal and fair access to the program, the details of which will be agreed upon on a case-by-case basis with the student teacher and Director of Studies.

***Note:** During moderation, Trinity College London will apply the same standards of assessment to all candidates during moderation. The assessment mode for a particular unit however, may be varied on the merits of an application for special provision, which the trainee must submit to Trinity directly. Course providers may not advise a trainee as to whether their application to Trinity for special provision is likely to succeed or not.

12. STUDENT TEACHER CONDUCT

The GET Academy has a clear warning system in place to ensure the professionalism of its student teachers, quality of teaching and the integrity of its EFL courses and community outreach programme. Student teachers are expected to adhere at all times to the *Student Teacher Code of Conduct*. Student teachers will automatically be asked to leave the course if **three** *Student Teacher Warnings* are issued through the duration of a course. *Student Teacher Warnings* are issued as a result of course and non-course related inappropriate behaviour (see the *Student Teacher Handbook* and the [Student Teacher Code of Conduct](#) for examples).

NOTE: Three student teacher Warnings across the duration of the program break the student teacher contract. If the student teacher contract is broken, student teachers must **immediately** leave the course.

13. EMERGENCY TUTORIALS

Student teachers who receive a 'fail' grade for any of the criteria for Module 1, Unit 2: Project Teaching in the EFL Classroom, or fail a Module 1 Teaching Practice will be referred to the Academic Director/Manager for an emergency tutorial. During this tutorial, the Academic Director/Manager will review the student teachers place on the program, and where appropriate, outline a series of steps to support the student teachers development. In serious cases, student teachers who have failed to meet the criteria of Module 1, Unit 2: Project Teaching in the EFL Classroom may be withdrawn from the program.

14. CONTINUED PROFESSIONAL DEVELOPMENT DAYS

Student teachers may be allocated Continued Professional Development (CPD) days and are expected to use these CPD days to complete coursework and prepare for upcoming lessons. On a CPD day, it is the student teacher's responsibility to:

- Make sure they have the relevant course material (requested from the course tutor or course staff the day before).
- Review the suggested lesson plans for their upcoming teaching practice.
- When scheduled, gain teaching practice hours conducting online lessons on the VLE.
- When scheduled, gain teaching practice hours with adult learners in an evening class.

15. IMPORTANT DATES

24th August 2018: Orientation Day
22nd Oct 2018: Changeover Day
26th Oct 2018: National Holiday

1st Nov 2018: National Holiday
2nd Nov 2018: Reading Day (no projects)
17th - 21st Dec 2018: Moderation week
22nd Dec 2018: Program ends

16. PROGRAM TEXTS

Pre-program Reading

- Austrian Department of Education 2015. Overview of the English Syllabus
- Bonwell, Charles C., and James A. Eison 1991. Active Learning; Creating Excitement in the Classroom. ASHE-ERIC Higher Education Report No. 1. Washington, D.C.: The George Washington University, School of Education and Human Development.
- Murphy, R. 2007. Essential Grammar in Use. Cambridge: Cambridge University Press
- Phillips, S. 1993. Projects with Young Learners. Oxford: Oxford University Press.
- Scrivener, J. 1994 Learning Teaching. A guidebook for English language teachers. Oxford: The Bath Press.

Recommended reading:

Methodology and Teaching

- Graham, T. and Parker, R., 2002. An Introduction to the Phonology of English for Teachers of ESOL. Brighton: ELB Publishing.
- Harmer, J. 2007. The Practice of English Language Teaching (fourth edition). Harlow: Pearson Education Limited.
- Harmer, J., 2012. Essential Teacher Knowledge. Harlow: Pearson.
- Lewis, G. and Bedson, G. 1999. Games for Children. Oxford: Oxford University Press.
- Lewis, M., 1993. *The Lexical Approach*. Hove: Language Teaching Publications.
- Lightbrown, P. and Spada, N. 2007, How Languages are Learned. Oxford: Oxford University Press.
- Scrivener, J., 2012. *Classroom Management Techniques*. Cambridge: Cambridge University Press.
- Swan, M. and Smith, B. (eds) 2001. Learner English (second edition) Cambridge: Cambridge University Press.
- Thornbury, S., 2006. *An A-Z of ELT*. Oxford: Macmillan.
- Ur, P., 2012. *A Course in Language Teaching*. Cambridge: Cambridge University Press.
- White, R.V., 2001. The English Teacher's Handbook. Brighton: ELB Publishing.
- Willis, D., & Willis, J., 2007. *Doing Task-based Teaching*. Oxford: Oxford University Press.
- Willis, J., 1996. *A Framework for Task-based Learning*. (e-book) Harlow: Longman. Available at Intrinsic Books www.intrinsicbooks.co.uk [Accessed 6 February 2015].

Series of Books

- *Resource Books for Teachers*, edited by Alan Maley. Oxford: Oxford University Press.
- *The Resourceful Teacher Series*. London: Helbling Languages.
- *DELTA Teacher Development Series*. Peaslake: Delta Publishing.
- *How to ... Series*. Harlow: Pearson Longman.

Language awareness

- Murphy, R. 2012. English Grammar in Use. Cambridge: Cambridge University Press
- Penston, T., 2005. *A Concise Grammar for English Language Teachers*. Co Wicklow: TP Publications.

- Smith, B. & Swan, M., 1987. *Learner English*. Cambridge: Cambridge University Press.
- Thornbury, S., 2005. *Uncovering Grammar*. Oxford: Macmillan.
- Workman, G., 2005. *Concept Questions and Time Lines*. Kilchberg: Chadburn Publishing.

Pronunciation

- Graham, T., and Parker, R., 2002. *An Introduction to the Phonology of English for Teachers of ESOL*. Brighton: ELB Publishing.
- Underhill, A., 1993. *Sound Foundations*. Oxford: Macmillan.