

Trinity College UK

Cert TESOL

Certificate in Teaching English to Speakers of Other Language

Kent English (Istanbul, Turkey)

Trainee Course Handbook

ISTANBUL KENT ENGLISH

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1. Introduction to The Trinity Cert TESOL

This short guide to the **Cert TESOL** course is intended to help **prospective teacher trainees** understand the **course content** and **pass requirements** before the start course date.

Definition

The Cert TESOL is an initial teaching qualification for English as a Foreign Language (EFL). It is accredited by **Trinity College** London and has been placed at level 5 on the UK's Regulated Qualifications Framework (RQF) - the same rating given to the second year of a 3-year undergraduate programme at university. This means that the course is assessed to a near-University standard, i.e. competent written, verbal, analytical and team-working skills are required to succeed.

The Cert TESOL course at Kent English is **intensive** - we cover all you need to know in 4 weeks.

The course can be seen to have 4 elements:

- Input Sessions
- Teaching Practice
- Coursework
- Formal Assessment

2. Input Sessions (80 hrs)

9:30 am

input session

break

input session

break

input session

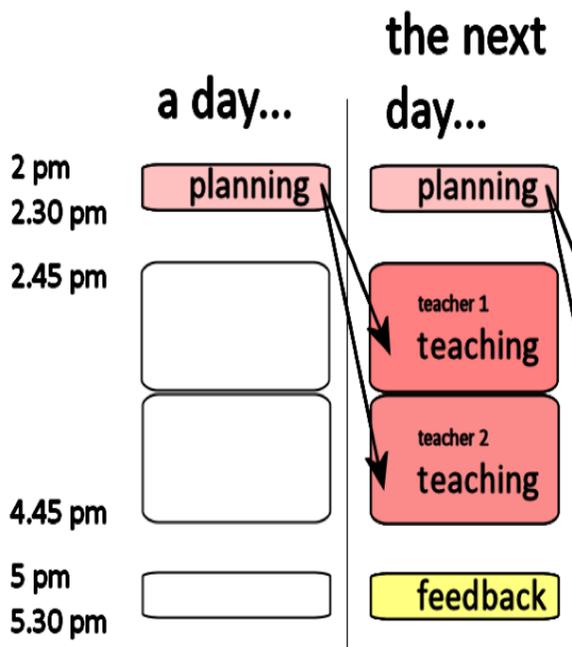
1 pm

Mornings on the Cert TESOL course are about obtaining the knowledge and theory behind effective EFL teaching (minimum 90% attendance required). You'll learn about:

- Grammar
- Phonology
- Classroom techniques
- Teaching vocabulary
- Games and role-play
- The 4 skills

You will also experience **learning a foreign language** (4hrs), and **observing qualified teachers** (4hrs).

3. Teaching Practice (6 hrs + 4 hrs tutor support)



You can't be a teacher without getting some practical experience!

Teaching Practice is the core component in the assessment and overall grading of the Cert TESOL.

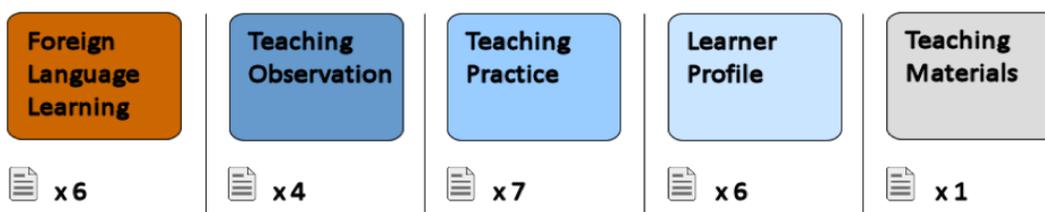
Trainees are supported with lesson ideas, materials, and an **individual planning tutorial** the day before they teach.

6 lessons are taught to **real classes** of **real English language learners**. Every lesson receives detailed feedback from the observing tutor (5 hours of pass-standard teaching required).

4. Coursework (3 hrs per day / 6 hrs per weekend)

The coursework for the Cert TESOL captures aspects of the morning **input sessions** as well as thoughts from your own **teaching practice** experience. You can expect to spend between 2/3 hours a day completing your coursework.

For convenience, each item of coursework can be grouped within one of 5 different **journals**. These journals consist of between 1 and 7 individual reports, each with a maximum word count of 800 words. Each report has its own **deadline**.



Remember - You're training to be an English teacher! It's also an academically assessed course, so watch your **spelling, punctuation** and **grammar**. All journals (and therefore the individual reports within them) must be of pass standard to complete the Cert TESOL. Therefore, proofreading is highly recommended.

5. Formal Assessment

In the final week of the course, you will be assessed on 3 separate areas:

- English Language Awareness: **Grammar and Vocabulary** (Internally assessed)
- English Language Awareness: **Phonology** (Internally assessed)
- Creation and use of **Teaching Materials** (Externally assessed)

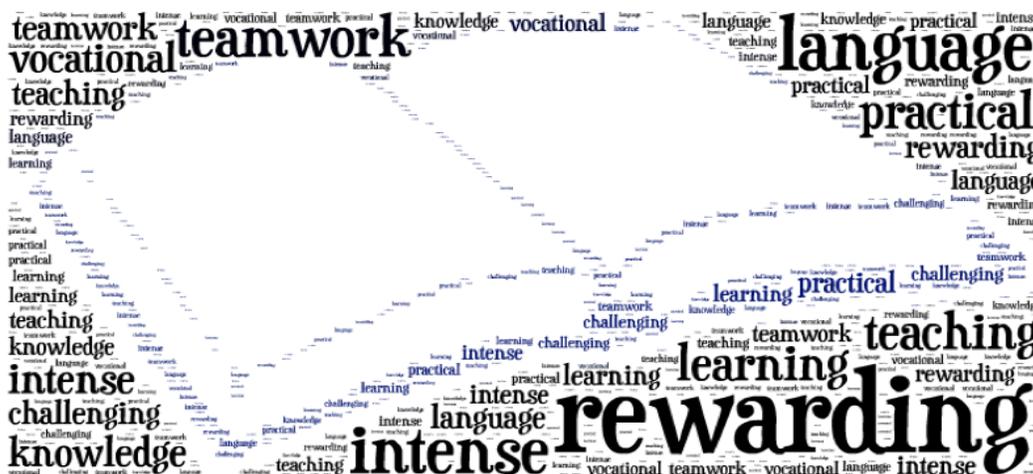
The Teaching Materials assignment is a 10-minute interview with a **moderator** from Trinity College. All assessment takes place on-site at **Kent English** (pass required in each assessment).

6. Summary: Completing the course

The award of the Cert TESOL is given when and if trainees are able to successfully:

- attend at least **90% of input sessions**
- complete all **journals** to standard
- pass **5** out of 6 hours of **teaching practice** lessons
- pass all **formal assessments**

All the above must be achieved within the 4-week period or trainees will incur academic penalties that could subsequently result in either course failure, external re-assessment of work (known as ‘referral’ – currently at a cost of [fee] per ‘whole’ journal or repeat lesson, [fee] for repeat interview with moderator), or both.



Over 90% of trainees are successful

Appendix 1: Course Structure

The minimum course length is **130 timetabled hours per trainee**, and **70 non-timetabled** hours (a total qualification time of **200 hours**).

Timetabled hours include:

90-95 hours of supervised input

- Group work and tutorials
- Input sessions for any component
- Teaching practice feedback
- Supervised workshop
- Supervised lesson planning
- Initial planning session to prepare interviews for the Learner Profile
- Initial planning session for the Materials Assignment
- Tests/exams
- Moderation (group and individual interviews) (compulsory)

12 hours of teaching and observation

- Two hours of observed and unassessed teaching practice
- Six hours of observed and assessed teaching practice (compulsory)
- Four hours of guided observation of classes given by experienced teachers with English language learners (compulsory) — it is possible to use video to show different teaching situations

30 hours of planning and preparation (i.e. excluding assessed teaching practice and observation of experienced teachers' English classes)

- Preparation for teaching and completion of the Teaching Practice Portfolio
- Preparation and completion of the Learner Profile
- Preparation and completion of the Unknown Language Journal
- Preparation for the Materials Assignment.

The 70 non-timetabled hours will include:

- Reading
- Research
- Assignment writing
- Lesson preparation.

The qualification is made up of five course units which are as below:

Unit	Number of approximate Guided Learning Hours (GLH) (out of total of 130)	Details
Unit 1: Teaching Skills	74	<p>This unit covers methodology, teaching skills, teaching practice and related portfolio, guided observation and related journal, coursebook and materials evaluation, methods of assessment and testing in the classroom.</p> <p>This unit is considerably larger than other units as it involves the assessment of skills, knowledge and understanding developed in all areas, but demonstrated in an integrated fashion as appropriate to a dynamic learning environment. As this qualification prepares the candidate specifically for the initial stages of the teaching profession, greater guided learning hours are attached to Unit 1 to ensure the vocational validity, relevance and professional integrity of the qualification in relation to the standards set by Ofqual (Office of Qualifications and Examinations Regulation) and by other professional bodies internationally.</p>
Unit 2: Language Awareness & Skills	20	This unit covers trainees' theoretical knowledge of linguistic form (phonological, lexical and syntactic), function and meaning in standard English and how to teach these to learners.
Unit 3: Learner Profile	18	This unit covers one-to-one teaching methodology, needs analysis, linguistic analysis, lesson planning and syllabus design. It brings together, in the form of a practical assignment, all items studied in Units 1 and 2.
Unit 4: The Materials Assignment	8	This unit covers the production, adaptation, use and evaluation of simple classroom teaching materials and tasks. The materials adapted/devised by trainees are used in teaching practice lessons. The assignment is externally assessed by a Trinity moderator.
Unit 5: Unknown Language	10	This unit covers teaching methodologies and activities appropriate for beginner learners of a language, through little or no use of their first language (L1). It also introduces lesson planning and contrastive analysis.

Appendix 1: Course timetable (as of Jan 2015)

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 – 09:50	Welcome and course Orientation	Writing Lesson Plans	Lesson Planning (with trainer)	Lesson Planning	Lesson Planning
10:00 – 10:50				Teaching Practice	Teaching Practice
11:00 – 11:50	Teaching and Learning a Foreign Language	ESA 1 Engagement	Guided Observation 1	TP Self-evaluation Immediately after lesson	TP Self-evaluation Immediately after lesson
12:00 – 13:00	ELT Methodology	ESA 2 Study	Guided Observation 2	TP Feedback	TP Feedback
13:00 – 14:00	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break
14:00 – 14:50	Grammar 1 Sentence Parts	Grammar 2 Presenting New Target Language	Grammar 3 Present Tenses	Grammar 4 Future Forms	Introduction to Learner Profile
15:00 – 15:50	Lesson Formats and Shapes	Video Observation and Introduction to IWB	Individual Lesson Planning	Teaching Vocabulary	Unknown Foreign Language
16:00 – 17:00					

N.B. Timings are estimates and alterations may occur on a regular basis.

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 – 09:50	Lesson Planning	Exploiting and Creating Materials	Lesson Planning	Phonology 1: Vowels (Monophthongs and Diphthongs)	Lesson Planning
10:00 – 10:50	Teaching Practice	Introduction to Material Assignment	Teaching Practice		Teaching Practice
11:00 – 11:50	TP Self-evaluation Immediately after lesson	Guided Observation 3	TP Self-evaluation Immediately after lesson	Phonology 2: Consonants	TP Self-evaluation Immediately after lesson
12:00 – 13:00	TP Feedback	Guided Observation 4	TP Feedback		TP Feedback
13:00 – 14:00	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break
14:00 – 14:50	Grammar 5: Past tenses and Timelines	Grammar 6: The Perfect Aspect	Skills 1: Listening	Teaching Practice Workshop	Learner Profile Analysis
15:00 – 15:50	ESA 3 Activate	Classroom Management		ESL Games	Teaching 1 to 1
16:00 – 17:00	Instruction Giving		Mid-course Tutorials		

N.B. Timings are estimates and alterations may occur on a regular basis.

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 – 09:50	Lesson Planning	Analysing Communication	Lesson Planning	Phonology 3: Word Stress	Lesson Planning
10:00 – 10:50	Teaching Practice	Functional English	Teaching Practice	Phonology 4: Sentence Stress and Intonation	Teaching Practice
11:00 – 11:50	TP Self-evaluation Immediately after lesson	Error Analysis and Correction	TP Self-evaluation Immediately after lesson	Phonology 5: Features of Connected Speech	TP Self-evaluation Immediately after lesson
12:00 – 13:00	TP Feedback		TP Feedback	Phonology 6: Review	TP Feedback
13:00 – 14:00	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break
14:00 – 14:50	Grammar 7: Conditionals	Grammar 8: The Passive Voice	Grammar 9: Modal Auxiliary Verbs	Cross-Cultural Perspective of Teaching	Grammar 10: Language Awareness Seminar
15:00 – 15:50	Skills 2: Writing	Skills 3: Reading	Skills 4: Speaking	Journal Preparation/Completion 1	
16:00 – 17:00					

N.B. Timings are estimates and alterations may occur on a regular basis.

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 – 09:50	Exams for EFL Students	Language Awareness and Phonology Test	Course Book Analysis	Teaching Online	Moderation Day (Please check your group interview time and arrive at least 15 minutes beforehand.)
10:00 – 10:50			Business English	Using Video	
11:00 – 11:50	Testing EFL Students		Internet Resources	Using Music	
12:00 – 13:00			Home-made Materials	Dictogloss	
13:00 – 14:00	Lunch break	Lunch break	Lunch break	Lunch break	
14:00 – 14:50	Grammar 11: Approaches to Teaching Grammar	Material Assignment completion	Teaching Young Learners	Moderation Practice	
15:00 – 15:50	Grammar 12: LA Review (Analysis and Application)	Journal Preparation/Completion 2	Teaching EAP	TEFL Jobs and Career Development	
16:00 – 17:00					

N.B. Timings are estimates and alterations may occur on a regular basis.

Appendix 2: Teaching practice

The Teaching practice timetable will be put up in your TESOL training room on Tuesday or Wednesday of week one. Take note of your teaching days!

On a non-teaching day, you can go home after you’ve finished planning with a tutor, at 14.

On a teaching day, the first lesson starts at 14:15, the second starts at 15:15. After this, you’ll have feedback with your tutor which will take you to 17.

You’ll observe your class and get to meet them before you teach them English! They are genuine language learners who live in the local area.

CertTESOL Teaching Practice Timetable - March 2015 Week 1

	Trainee	Level	Minutes	Teaching Point	Notes
	Dug, Fiona, Kamal, Peter	Upper	60	Observing Rob – Room 19	Guided Observation 1
	Deb, Lauren, Tova	Lower	60	Observing Jane – Room 20	Guided Observation 1
Thursday 19 th	dug, fiona	Upper	2 x 60	Vocabulary: Adjectives for describing people's characters Function: Describing personality and talking about people you know	Language to go Upper-int 'Person to Person' Lesson 16 Pg 34-35
	deb	Lower	60	Skill: Reading & Speaking Lexis: Vocab – Remembering & Forgetting	New Cutting Edge Intermediate p20-23
Friday 20 th	kamal, peter	Upper	2 x 60	Vocabulary: Phrases for describing problems Functions: Complaining and getting results	Language to go Upper-int 'Difficult situations' Lesson 24 Pg 50-51
	lauren, tova	Lower	2 x 60	Skill: Reading, Listening & Speaking Lexis: Phrases for comparing Lexis: Describing towns and cities	New Cutting Edge Intermediate p24-31

Ideally, you will always teach with a 'buddy' teacher. This can be helpful for motivation as you can support each

You'll never teach on two consecutive days

We specify the pages that you'll need to look at to teach your lesson. This means you can start looking at your lessons early on, so you're prepared for when you discuss the lesson plan with your

Each lesson you teach receives a grade (pass lessons: C- to A+) but you only see these grades at the mid-course tutorial. The grading criteria are given to you, and a lot of time is spent in input sessions showing you how to improve your teaching... ultimately, teaching is what the whole course is about!

Appendix 3: Complete list of Journal contents (2015)

Unknown Foreign Language Journal

Your reflections on learning a foreign language for 4 hours

1. Part 1
2. Part 2
3. Part 3
4. Part 4
5. Part 5

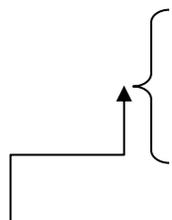
Observation Journal

What you see qualified teachers do – live observations

6. Video (ungraded)
7. Guided Observation 1
8. Guided Observation 2
9. Guided Observation 3
10. Peer Observation 1 (ungraded)
11. Peer Observation 2 (ungraded)

Teaching Practice Journal

The work you do for the six lessons you have to teach on the course

- 
- Lesson Plan
 - Materials / handouts for students
 - Immediate self-evaluation
 - Reflective self-evaluation
 - Tutor's feedback sheet

12. 6 sets of these (one for each lesson, so you assemble this journal progressively as the course goes on)

13. Summary of (your 6 hours) Teaching practice (ungraded)

Learner Profile

Interviewing a student and then commenting on their errors. Teaching a one-to-one lesson and designing a 5hr (skeleton) syllabus

14. Section 1 – Ability with the 4 skills
15. Section 2 – Grammatical and Lexical errors
16. Section 3 – Phonology errors
17. Section 4 – 1:1 lesson plan
18. Section 5 – Skeleton syllabus
19. Section 6 – Overall reflection (ungraded)

Materials Assignment

All teachers use language coursebooks for their materials, but sometimes we might need to create our own. What makes a material successful and what can we learn about teaching in general from this?

20. A teaching material (like a handout or exercise) you've created yourself

21. Materials assignment (a very short report on that material)

Miscellaneous 'Journal'

These items are often filed away on the last day of the course. The 'journal' itself may actually go in the back of one of the other journals above (because it's actually quite small!).

- 22. Language Awareness test (done in week 4)
- 23. Phonology test (done in week 4)
- 24. Personal tutorial (with a tutor in week 2)
- 25. Weekend grammar task (done over second weekend)

You can tick each one off as you complete it!

ALWAYS keep the work your tutor has marked – this is what goes into the journal for the end-of-course moderation on the final day.

Appendix 4: Marking and Deadlines explained (2018)

Coursework Submission Dates & Deadlines

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1		Video Observation	UFL 1		UFL 2 UFL 3
Week 2	UFL 4 Observation 1		UFL5		<i>Learner Profile Interview</i>
Week 3	Observation 2	Learner Profile 1	Learner Profile 2	Learner Profile 3	Observation 3 <i>Learner Profile Lesson</i>
Week 4	Learner Profile 4,5,6	<i>LA & Phonology Test</i>	Materials Assignment	Teaching Practice Summary <i>All Journals Completed</i>	<i>Moderation Day</i>

Dates above indicate when course journals should be submitted (by 9.30am).

Journals will be returned to trainees within 36 hours to allow for consideration of trainer's feedback before next assignment is due.

Trainees must ensure their written Teaching Practice Self-evaluations are submitted the day after the lesson.

Trainees' completion of assignments will be discussed during mid-course tutorials.

Marks are docked for late submissions.

Pro tip!

There's a lot of guidance within each journal to help you. Also, we discuss each journal during the input sessions - make sure you **take good notes** when we do, it'll make writing them a lot easier!

The deadlines are there for your benefit. On an intensive course like this, if you start to fall behind it doesn't take long before the work mounts up.

When we mark your submissions, we often write comments to help you – you **do not need** to rewrite or resubmit anything just because we have written comments on it. If a piece of work is not to standard, we'll discuss it with you and help you improve on it.

Though each piece of work, and each lesson you teach, is graded (and we give you the grading criteria for each journal), we do not give you the grades of your **coursework**, or your **lessons** until the **mid-course tutorial** in week 2. You receive all of your grades in an end-of-course report, which is sent out with your certificate after you finish the course.

PLEASE NOTE – Any outstanding work handed in **after 12pm on the penultimate day** will not be marked.

Appendix 5: CertTESOL Course Outcomes as Described in the Trinity syllabus

By the end of the course, participants will have achieved the following overall course outcomes:

1. Knowledge of the main grammatical, lexical and phonological features of a 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 stimulate 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. Ability to evaluate their own effectiveness as teachers and to work co-operatively as members of a teaching team;
9. Awareness of the need to continue their development as ESOL teachers; and
10. Awareness of the means of finding a TESOL post after training and of the main issues relevant to employment in this area.

Individual unit outcomes

Unit 1: Teaching Practice

Course participants 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. Awareness of the key features required of coursebooks and print materials in relation to presentation of form and function and appropriacy for the learner
4. Potential to assess their own strengths and weaknesses in order to benefit from further training and assist in the evaluation of their peers

Unit 2: Language Awareness

Course participants 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; and
10. Familiarity with main reference resources and ability to research teaching points (language and skills).

Unit 3: Learner Profile

Course participants must 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 learner's 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); and
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.

Unit 4: Materials Assignment

Course participants must 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; and
3. The ability to reflect on and discuss the use of the selected materials.

Unit 5: Unknown Foreign Language Journal

Course participants must demonstrate the following learning outcomes 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; and
3. Awareness of a few of the main elementary contrastive features of the taught language and of English.

Appendix 5: Complaint procedure

The Head of Teacher Training should be your first port of call if you have any complaints which your course tutors cannot address. If he, or the School Principal cannot help, then the external procedures for appeals and complaints by trainees (governed by the accrediting body for the Cert TESOL award, **Trinity College London**) are summarized below:

9a. Appeals by trainees

The full procedure (*ref: Cert TESOL Course Content Summary Document, Jan 2011, Trinity College London*), sets out the permissible grounds for **appeal against awards of Fail** (given below), the three levels of appeal and the possible outcomes in the event an appeal against a Fail has been granted.

The full text is available from the Trinity College London website, or by emailing a request to tesol@trinitycollegelondon.co.uk, or by asking your trainers.

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.

Complaints by trainees

The full procedure (*ref: Cert TESOL Course Content Summary Document, Jan 2011, Trinity College London*), sets out the permissible grounds for the making of complaints (given below), the process by which a complaint may be lodged and the possible outcomes of a complaint in the event it is found to be substantiated.

The full text is available from the Trinity College London website, or by emailing a request to tesol@trinitycollegelondon.co.uk, or by asking your trainers.

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.

Appendix 8: Course Provider's Information:

ISTANBUL KENT ENGLISH is a language-service provider, has been offering a comprehensive range of high-quality foreign language services in Turkey and abroad since 1988: courses for the general public, corporate (company) courses, individual tutoring and tutoring for small private groups, intensive and specialized courses, preparation courses for international language examinations such as IELTS, TOEFL, FCE..., translating & interpreting services, language skills assessment (testing), CTEFL courses (Via Lingua International Turkey Center), and Turkish for foreigners.

TRAINERS: All are well qualified and experienced. Their CVs have been sent to Trinity.

DOMESTIC DETAILS: Located in the centre of Kadikoy. The centre has 3 fully equipped classrooms, reception, managers' rooms, cafe, 2 washrooms (M/F), smoking area, library, WiFi Access in all rooms.

EMERGENCY PROCEDURES: Signs of Locations of emergency exits, first aid supplies and fire extinguishers are provided on the walls. Trainees will be informed of the evacuation procedures and muster stations on the first day of the course.

STAFF HOURS: Full time staffs (including Head of School, Director of Studies and the Receptionist) are available at Istanbul Kent English from 9 to 18. Other trainers are available during the weekdays according to their working hours. During the course the Director of Studies is available for further advice and course supervision. Also, all the other staffs are available to respond to trainees' questions via email.

STAFFS' CONTACT INFORMATION:

Ismail Hakki (Managing Director)	Ismail@kentenglish.com
Ehsan Mehrtaj (Director of Studies)	Ehsan@kentenglish.com
Bilge Fatma Guler (Trainer)	Bilge-guler@hotmail.com
Mustafa Cem Cakir (Trainer)	Cemcakir@hotmail.com
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Busenur Kuruderioglu (Assisstant)	Bilgi@kentenglish.com

Appendix 9: Guided Observation Journal Grading Criteria

OBSERVATION JOURNAL	A	B	C	D	E
Ability to identify lesson objectives and their realization.	All lesson objectives clearly identified with thorough evaluation of their realization.	Lesson objectives generally identified with clear corresponding evaluation of their realization.	Several lesson objectives remain unidentified or unclear with realization not always evaluated.	Lesson objectives basically unidentified with very little attempt to assess their realization.	Fails to satisfy the course requirement completely.
Analysis of practical techniques with clear examples.	Shows appreciation of practical application of techniques with points/criticisms fully supported by examples.	Shows good appreciation of practical application of techniques, points/criticisms usually supported by example.	Generally shows an appreciation of practical application of techniques, though sometimes lacking in supportive examples.	Fails to show any clear appreciation of practical teaching techniques or support points with examples.	As above.
Identify reasons for teacher's strategies during the lesson.	Full insight into teacher's use of particular strategies. Provision of alternatives when applicable.	Provides reasons for teacher's strategies during lesson. Sometimes offers alternatives when applicable.	Shows a basic appreciation of teacher strategies, though some points omitted. Occasionally offers alternatives.	Shows little insight into teaching strategies and offers no alternatives when applicable.	As above.
Appreciation of relevancy to own teaching.	Indicates extremely clear links between observation and how this may be beneficially applied to own teaching.	Makes some good links between observation and practical application to own teaching.	Makes some links between observation and own teaching, though several relevant points are omitted.	Few links made between observation and relevancy to own teaching.	As above.
Presentation of journal.	Journal extremely well presented, concise and easy to read.	Journal is clearly presented, appropriate length and style. Might contain occasional linguistic errors.	Journal is basically clear, but might be of inappropriate length or contain excessive linguistic errors.	Journal is very difficult to follow due to linguistic errors, inappropriate length or confused presentation.	As above.

Appendix 10: Teaching Practice Portfolio Grading Criteria

TEACHING PRACTICE	A	B	C	D	E
Aims : wording & achievement	Clear aims, appropriate to level, which are fully realized. Fully accurate research of target language (form, meaning, use, pronunciation).	Reasonably clear aims, which are appropriate to level and realized in broad terms. Mostly accurate research of target language (F, M, U, P).	Aims may be slightly inappropriate to level or vague. Inconsistent achievement of aims, but broadly realized. Partially accurate research of target language (F, M, U, P).	Very vague/inappropriate aims that remain largely unfulfilled, little evidence of any effective planning or research of target language (F, M, U, P).	Completely fails to satisfy course requirements .
Rapport / Management	Creates a very friendly, enjoyable atmosphere on both class /individual level. Teacher is fully in control of lesson direction during the class.	A generally friendly/enjoyable atmosphere despite occasional lapses. Teacher largely in control of events and student activity.	Lesson conducted in appropriate manner but lacking warmth. Teacher maintains appropriate overall control despite some slips.	A sometimes tense atmosphere with trainee failing to respond adequately to class or individuals. Students' activity is not under control too often.	As above.
Professionalism /Preparedness	Fully ready in terms of teaching aids and knowledge of lesson's content & purpose. Appearance is thoroughly professional.	Majority of lesson content is well prepared but slips may occur. Appears to be largely in control of lesson events.	Overall level of preparation is satisfactory but key elements leave room for improvement.	Trainee does not appear as professional and demonstrates insufficient readiness regarding materials and lesson content.	As above.
Materials	Produces materials of an almost professional standard, fully relevant to the lesson.	Produces materials of high standard, which are generally relevant to lesson objectives.	Materials are of presentable standard, though not always clearly applicable to lesson objectives.	Materials are often unclear or untidy and lacking in relevance to lesson objectives.	As above.
STT/TTT	Keeps TTT to a minimum, providing every opportunity for STT/ real communication.	Keeps TTT low whilst regularly using strategies to encourage STT and real communication.	TTT is sometimes excessive and does not consistently facilitate STT/ real communication.	TTT is excessive and detrimental to student communication. Fails to facilitate opportunities for STT.	As above.
Instruction / Teacher language	Very clear and concise instructions and examples, fully appropriate to learners' level of English.	Instructions/examples generally clear and concise, appropriate to learners' level of English.	Instructions/explanations are occasionally vague or inconcise or inappropriate to learners' level of English.	Instructions/explanations are often confusing and inconcise or inappropriate to learners' level of English.	As above.
Interactions, Pace & Timing	A variety of interaction patterns, fully appropriate to lesson stages. Maintains a lively pace, reacts to learner needs. Planned timings are accurate.	Uses a reasonable variety of patterns, generally appropriate to stage. Lesson conducted at reasonable pace and timing	Utilises some different interaction patterns, which may not be fully appropriate to lesson stage. Pace occasionally lags & plan suffers.	Little exploitation of different interaction patterns, or patterns used at inappropriate lesson stage. Pace slow/demotivating. Planned timings are wholly inaccurate.	As above.
Correction	Uses a wide variety of correction techniques in a sympathetic manner in appropriate situations	Generally, demonstrates a variety of appropriate correction techniques in a supportive manner.	Might use a wider variety of techniques. Correction sometimes inappropriate to situation or done in unsympathetic manner.	Little correction taking place or inappropriate techniques being used. Manner of correction is often unsympathetic.	As above.
Feedback	Contributes fully and supportively to sessions, leading feedback into relevant positive/weaker areas.	Makes regular, relevant contributions to feedback, showing an appreciation of positive/weaker areas.	Contributes to feedback though comments sometimes lack insight or concentrate overly on either strong/weak points.	Fails to show significant appreciation of lesson's effectiveness, or its strong/weak areas.	As above.
Lesson plan/ Self evaluation	Lesson plans always extremely clear and well-presented. Self-evaluations demonstrate deep reflective thinking beyond lesson feedback.	Lesson plans are clear and easy to follow. Self-evaluations show lesson has been carefully considered in detail.	Lesson plans are clearly presented in places. Self-evaluations show some appreciation of lesson outcomes.	Lesson plans are untidy or difficult to follow. Self-evaluations do not really show appreciation of lesson outcomes.	As above.

Appendix 11: CertTESOL Unit 2 Language Awareness Assessment Criteria

Evaluation Criteria for LA sheet 1

Evaluation should be based on:

- **Context/Aims:** Should demonstrate understanding of the difference between context and target language; context should be relevant to the language presented.
Aims should be student-oriented, and include specific form, function and context
- **Focus on target language:** Analysis should include form (word class / form equation and variations addressed in the lesson). Grammatical analysis should focus on the target language as a pattern to be broken down for presentation rather than a single, fixed sentence form.
Phonological analysis should include segmental and suprasegmental analysis of target elements rather than full sentences).
- **Focus on meaning:** Analysis should include notes on register, usage and function, as well as any idiomatic or other meanings associated with the form (and rationale for why these forms are not covered here), and should focus on communicative interpretation.
- **Checking Questions** should be graded appropriately for the stated level of learners, and presented as closed or binary questions. CQs should focus on relevant, target aspects of meaning, form and pronunciation rather than on other, incidental features from the lesson. There should be logical progression through the CQs as they are asked
- **Problems** should be stated in terms of common issues or irregularities with the target language, and the trainee's knowledge of different language/culture groups. They should be relevant and realistic, and target essential information about the structure
Solutions should relate closely to the CQs outlined in the previous section, refer to context and examples, and include remedial pronunciation work for phonological issues.
Solutions should focus on classroom practice rather than simple statements about outcomes (get the students to...). Reference to specific groups of learners is recommended
- **Terminology** should be correctly used throughout, with a consideration of the role of metalanguage in sections relating to delivery to learners

Reasons why the Good Example is good (compared to the bad example):

- The **topic** provides a natural, appropriate context for the language under review. It is a discussion topic focusing on content, rather than just an interpretation of the use of the target structure.
- The **form** is fully broken down into component parts. The 'bad' example uses metalanguage 'past perfect' and 'present perfect' which is not strictly accurate as the 'have' auxiliary cannot

be conjugated. Using the component parts instead means the students are reminded of exactly how to make the sentence.

- **Phonology** is thorough and focuses on the target elements as well as the whole phrase. It encompasses sentence stress, contractions (including informal spoken usage), and linking/catenation, with clear understanding of this feature of connected speech. The Bad example transcribes the whole utterance, which is unhelpful for students and not useful for teaching purposes. In addition, there are inaccuracies in the transcriptions, with no recognition of reduced sounds within connected speech.
- **Meaning** is expressed clearly with key aspects underlined. Simple language is used and the phrase is explained through its communicative interpretation. There is also acknowledgement of other usage with rationale for not exploring it. The Bad example uses more complex language forms than the original utterance, and merely repeats the sentence (essentially) meaning if the student is confused by its meaning initially, then the student will also be confused by the explanation.
- **CQs** are direct, use simple language and give the students 50/50 options to reduce cognitive load. They also make use of lesson context and build from each other so that each question is comparatively easy to answer. The Bad example has complex questions that uses the target structure, with some irrelevant information, making them quite difficult for students to answer.
- The **anticipated problems** are relevant and realistic, targeting essential information about the structure. Elements identified are aspects students definitely struggle with. The Bad example describes very minor problems and/or elements related to lexis rather than the structure.
- **Solutions** expand on the previously documented CQs and demonstrate good classroom practice such as referring to context and examples, plus drilling to aid pronunciation. The Bad example relies more on telling than eliciting or questioning. There is not much evidence of good classroom practice here or awareness; in fact there is some evidence of bad practice here i.e. writing in capitals (poor model of writing), explanation.

Evaluation Criteria for LA sheet 2

Evaluation should be based on:

- **Context/Aims:** Should demonstrate understanding of the difference between context and target language; context should be relevant to the language presented.
Aims should be student-oriented, and include specific form, function and context
- **Focus on target language:** Analysis should include form (word class / form equation and variations addressed in the lesson). Grammatical analysis should focus on the target language as a pattern to be broken down for presentation rather than a single, fixed sentence form.
Phonological analysis should include segmental and suprasegmental analysis of target elements rather than full sentences).
- **Focus on meaning:** Analysis should include notes on register, usage and function, as well as any idiomatic or other meanings associated with the form (and rationale for why these forms are not covered here), and should focus on communicative interpretation.
- **Checking Questions** should be graded appropriately for the stated level of learners, and presented as closed or binary questions. CQs should focus on relevant, target aspects of meaning, form and pronunciation rather than on other, incidental features from the lesson. There should be logical progression through the CQs as they are asked
- **Problems** should be stated in terms of common issues or irregularities with the target language, and the trainee's knowledge of different language/culture groups. They should be relevant and realistic, and target essential information about the structure
Solutions should relate closely to the CQs outlined in the previous section, refer to context and examples, and include remedial pronunciation work for phonological issues.
Solutions should focus on classroom practice rather than simple statements about outcomes (get the students to...). Reference to specific groups of learners is recommended
- **Terminology** should be correctly used throughout, with a consideration of the role of metalanguage in sections relating to delivery to learners

Reasons why the Good Example is good (compared to the bad example):

- The **topic** comes from the theme of the lesson, and references the skills involved. It is a discussion topic focusing on content, rather than just an interpretation of the use of the target structures, or simple statement of the function as in the weak example.
- The **form** recognises the fixed parts of each phrase as functional chunks, and highlights the verb patterns that follow as the flexible elements. Variation within each fixed phrase is also considered. The Bad example contains too much metalanguage with every part of each phrase analysed as if the whole utterance is fixed, rather than containing flexibility therein. This would overload the students if used in class, as well as be misleading.

- **Phonology** is thorough and focuses on the target elements as well as the whole phrase. It encompasses sentence stress, contractions (including informal spoken usage), and linking/catenation, with clear understanding of this feature of connected speech. The Bad example transcribes the whole utterance, which is unhelpful for students and not useful for teaching purposes. In addition, there are inaccuracies in the transcriptions, with no recognition of reduced sounds within connected speech.
- **Meaning** is expressed clearly according to function, and well-organised with comment on register and strength of different target forms. The Bad example is too brief and lacking in detail, with no investigation of the function of each phrase within the overall communication.
- Additional **CQs** are given using simple language and there is a clear link to classroom practice in the categorisation task. The Bad example merely repeats the overall function with no exploration and no link given to the listening.
- **Problems** are relevant and realistic, targeting essential information about the structures and shows in-depth knowledge of student habits (need for definition or translation) and frustration of language-learning. Elements identified are aspects students definitely struggle with. The Bad example describes very minor problems and/or elements related to lexis rather than the structure. It does not consider any problems with meaning, which is unlikely and would leave the teacher unprepared in the lesson. Also, the pronunciation problems focus more on individual lexical items rather than the fixed phrases. The weak example generalises and makes assumptions rather than anticipating problems in a rationalised way
- **Solutions** expand on the previously documented CQs and demonstrate good classroom practice such as referring to context, listening and examples, plus drilling to aid pronunciation. The Bad example relies more on telling than eliciting or questioning. There is not much evidence of good classroom practice here or awareness, and a lot of vagueness that won't help the teacher during the lesson itself.

Evaluation Criteria for LA sheet 3

Evaluation should be based on:

- **Context/Aims:** Should demonstrate understanding of the difference between context and target language; context should be relevant to the language presented.
Aims should be student-oriented, and include specific form, function and context
- **Focus on target language:** Analysis should include form (word class / form equation and variations addressed in the lesson). Grammatical analysis should focus on the target language as a pattern to be broken down for presentation rather than a single, fixed sentence form.
Phonological analysis should include segmental and suprasegmental analysis of target elements rather than full sentences).
- **Focus on meaning:** Analysis should include notes on register, usage and function, as well as any idiomatic or other meanings associated with the form (and rationale for why these forms are not covered here), and should focus on communicative interpretation.
- **Checking Questions** should be graded appropriately for the stated level of learners, and presented as closed or binary questions. CQs should focus on relevant, target aspects of meaning, form and pronunciation rather than on other, incidental features from the lesson. There should be logical progression through the CQs as they are asked
- **Problems** should be stated in terms of common issues or irregularities with the target language, and the trainee's knowledge of different language/culture groups. They should be relevant and realistic, and target essential information about the structure
Solutions should relate closely to the CQs outlined in the previous section, refer to context and examples, and include remedial pronunciation work for phonological issues.
Solutions should focus on classroom practice rather than simple statements about outcomes (get the students to...). Reference to specific groups of learners is recommended
- **Terminology** should be correctly used throughout, with a consideration of the role of metalanguage in sections relating to delivery to learners

Reasons why the Good Example is good (compared to the weak example):

Aims are well-stated, from the student's point of view, and include target forms, context and functions. The subsidiary aim supports the main aim well and shows a range of language and skills work with the text at different levels. Terminology is used well. The weaker LA sheet generalises about what students will do, without mentioning language in context, or specific skills used by students to achieve the vocabulary outcome. As a reading lesson, this needs a more

specific view of reading as a language skill. ‘pronounce and understand’ are vague terms, and do not support the main reading aim well. for this lesson.

The **focus on lexis** is comprehensive, and includes correct word classes, annotated systematically, and mostly accurate IPA transcription, with appropriate stress marks and even an example of assimilation in ‘unprecedented’. The weaker lexis section, although organised systematically, is not identified accurately in terms of word class. Collocations, which would be more effectively taught as chunks, are broken into single word units, which does not aid learners in understanding the wider concept of the target phrases ‘economic powerhouse’ and ‘tech guru’. IPA transcription is quite inaccurate, with many non-phonemic symbols used due to confusion with sound / spelling patterns.

Meaning and usage are well-described, with real application for the students, and comment on register, frequency and real-world contexts where students might encounter the target words. Meaning and usage is not really discussed in the weaker LA sheet, though there is some attempt to describe how and why students may find this topic and vocabulary useful. Commentary is quite general and vague, however, and does not always make cohesive sense.

CCQs are well thought-out for this challenging range of words and phrases, and cover most areas of confusion that might be encountered by learners. All CCQs are binary and for the most part do not use the target forms in the structure of the questions themselves. In the weaker LA sheet, no clear strategies for checking meaning are presented, with vague statements of ‘what’ rather than ‘how’ or ‘why’. Without planning of specific CCQs and other techniques for checking meaning, there is the risk of unfocused, unplanned or missing checking activity in the lesson on delivery.

Anticipated problems and solutions are strong, with a good range of teaching ideas mentioned, accurate use of terminology and attention to students’ L1 and linguistic / skills-based needs. In the weaker version, problems and solutions are again vague, and do not consider specific issues for learners. No specific strategies for remedying or preventing these issues are presented, so there is a real risk of a lack of focused correction or working to students’ needs in the lesson. Some techniques (word-building) are not appropriate for this type of reading for vocabulary lesson.

Appendix 12: Learner Profile Assessment Criteria

LEARNER PROFILE CRITERIA	A	B	C	D	E
Identify student's learning needs.	Extremely clear analysis of needs with reference to all 4 skills and making full use of appropriate terminology.	Good analysis of needs with reference to all 4 skills, omitting minor points. Good use of appropriate terminology.	Learner needs broadly covered with some omissions. Reference to all 4 skills. Contains some appropriate terminology.	Learner needs largely uncovered with major omissions in some areas. Little use of appropriate terminology.	Completely fails to satisfy the course requirements.
Analysis of errors.	Errors clearly grouped by type with extremely thorough analysis and reference to L1 demonstrating wide background reading.	Errors well-grouped by type with strong analysis and reference to L1 demonstrating quite wide background reading.	Errors generally grouped by type though some misinterpretation may occur. Reference made to L1, though reading might be wider.	Errors unclearly grouped with thin analysis and little reference to L1. Little evidence to any background reading.	As above.
Recommendation for future study.	Key points identified clearly and thoroughly for study in all relevant language areas. Individual lesson content is fully cohesive.	Identifies key points for study in relevant language areas. Some points may be omitted. Lessons may not be fully cohesive.	Some key points identified for study though coverage may be unbalanced with regular omissions and illogical/irrelevant lesson content.	Contains only vague suggestions for study with inappropriate balance, major omissions or irrelevance. Lessons lack cohesion of content.	As above.
Planning and execution of 1 to 1 lesson.	Lesson plan fully appropriate to learner needs with original trainee-designed material, and lesson thoroughly evaluated in journal.	Lesson plan mostly appropriate to learner needs with original material, and a good evaluation of the lesson, though with occasional omissions.	Lesson material not wholly original. Plan generally appropriate to learner needs, despite some 'filler'. Evaluation satisfactory though some points missing.	Lesson plan mainly inappropriate to learner needs. Material not created by trainee. Evaluation lacks any real analysis of lesson's execution.	As above.
Use of phonemic script in 30 word transcription and error analysis.	Makes error-free use of phonemic script showing clear awareness of weak forms and connected speech.	Makes good use of phonemic script despite occasional errors. Shows good awareness of weak forms and connected speech.	Generally uses phonemic script accurately, though with some errors. Shows appreciation of weak forms/connected speech but used inconsistently.	Minimal use of phonemic script or contains large number of errors. No real appreciation of weak forms or connected speech.	As above.
Presentation of journal.	Journal is extremely well presented, concise and easy to read.	Journal clearly presented, and of appropriate length and style. Might contain occasional linguistic errors.	Journal is basically clear but might be of inappropriate length, contain linguistic errors.	Journal is very difficult to follow due to linguistic errors, inappropriate length or confused presentation.	As above.

Appendix 13: Unknown Language Journal Assessment Criteria

UNKNOWN LANGUAGE JOURNAL	A	B	C	D	E
Appreciation of Lesson aims and structure with use of terminology.	Clearly identifies all lesson aims and reasons for lesson structure. Makes full use of appropriate terminology.	Identifies almost all lesson aims and reasons for lesson structure. Uses plenty of appropriate terminology.	Identifies most lesson aims and demonstrates understanding of lesson structure. Could make greater use of appropriate terminology.	No clear understanding of lesson aims or reasons for structure. Little use of appropriate terminology.	Fails to satisfy the course requirements completely.
Appreciation of teacher technique and interaction patterns.	Full appreciation of techniques used by Teacher, including different interaction patterns.	Shows appreciation of most techniques used by the teacher including different interaction patterns.	Shows appreciation of Teacher's techniques including different interaction patterns, though certain points are omitted.	No real appreciation of Teacher's techniques or use of different interaction patterns.	As above.
Implications for trainee's own future teaching.	Demonstrates extremely clearly and fully how points will observed will prove relevant to own teaching.	Makes plenty of relevant points as to how points observed will prove relevant to own teaching.	Makes clear how certain observed points will prove relevant to own teaching, though other areas could be further developed.	Demonstrates little evidence of how points observed will prove relevant, with key areas omitted.	As above.
Appreciation of contrastive features of the unknown language and English.	Demonstrates excellent capacity to identify similarities/differences in phonological/lexical grammatical areas.	Demonstrates capacity to identify main key similarities/differences in all language areas.	Demonstrates capacity to identify some key similarities/differences in different language areas.	Demonstrates little awareness of the similarities/differences in any language area.	As above.
Summary reflecting learning experience of the individual and the group with wider implications for language learning.	Shows deep insight into learning experience on both a personal and class level with clear implications for language learning.	Shows good insight into the learning experience and makes many key points about implications for language learning.	Shows an insight into the learning experience on a personal basis though possibly underdeveloped on wider teaching implications.	Shows little ability to reflect on and analyse the learning experience with little appreciation of wider implications for language learning.	As above.
Presentation of journal.	Journal is extremely well-presented, concise and easy to read.	Journal is clearly presented and of appropriate length. May contain occasional linguistic areas.	Journal is basically clear but might be of inappropriate length or contain excessive linguistic errors.	Journal is very difficult to follow due to linguistic errors, inappropriate length or confused presentation.	As above.