

# Trinity College UK CertTESOL

*Certificate in Teaching English to Speakers of Other Languages*

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EF Education First (China)

## Trainee Course Handbook

**TRINITY**  
COLLEGE LONDON



TOWARDS YOUR FUTURE  
TRT

A small silhouette of a person running, positioned to the right of the text 'TOWARDS YOUR FUTURE' and 'TRT'.

## Unit 1: Teaching Practice (TP)

**Aim:** To provide trainees with the opportunity to document and reflect on teaching practice throughout the course.

The Teaching Practice Journal (TPJ) consists of four parts:

1. TP documents (lesson plans, materials, tutor feedback)
2. Peer Observations
3. Self-Evaluations
4. Guided Observation Journal

### 1. TP Documents

For each of the six 1-hour lessons, trainees will need to include lesson plans, materials, and tutor feedback. Trainees will also include a final summary of their progress over the six lessons. See *appendices B, C, D, G*.

Trainees will be marked and given feedback on their 6 lessons and given an overall grade. This will be based on the rubric below:

A	B
<p><i>Grade A</i> trainees will show an ability to:</p> <ul style="list-style-type: none"> <li>· increase their independence in planning</li> <li>· teach a range of lessons of different types</li> <li>· provide meaningful practice of target language</li> <li>· react appropriately to student-generated language</li> <li>· design effective materials</li> <li>· adapt materials to meet learner outcomes</li> <li>· reflect on and evaluate their own practice with considerable insight and benefit from feedback</li> <li>· take risks in teaching approaches in the second half of the course</li> </ul>	<p><i>Grade B</i> trainees will show an ability to:</p> <ul style="list-style-type: none"> <li>· apply ideas from several areas of the theory side of the course</li> <li>· plan and write aims clear enough to be used by another teacher and accurately reflected what happened in practice</li> <li>· adapt materials to suit the group and help them make progress in their language development</li> <li>· show awareness of students as individuals, grouping and monitoring well</li> <li>· be perceptive to feedback, noting similar issues to the tutors and responding well to the comments of others</li> </ul>
C	Fail/Refer
<p><i>Grade C</i> trainees will show:</p> <ul style="list-style-type: none"> <li>· evidence of progress, applying some knowledge from the theory side of the course</li> <li>· an ability to write lesson plans using the provided pro-forma</li> <li>· the ability to select materials appropriately and use them in an organized way beneficial to the learner group</li> <li>· rapport with the learners, including control of their classroom language</li> <li>· that they can contribute meaningfully to feedback, noting areas to work on in their next TP</li> </ul>	<p><i>Refer</i> trainees will occasionally fail to meet passing criteria.</p>

For those receiving a *Refer* grade, the trainers will have raised concerns in the mid-course tutorial. They will need to resubmit any work not up to standard, and this will be moderated by Trinity, with Trinity making the final decision. Trainees will be given every opportunity to meet requirements for a passing grade.

Trainees can fail one lesson in their TP. The rubric below is for an overall fail of the lesson:

*Fail* level trainees will fail to:

- submit a lesson plan including a SMART objective, staging, or timings
- establish rapport with students or create an environment conducive to learning
- make students aware of tasks or activities through instructions using accurate spoken or written English
- assess achievement of objectives, evaluate tasks, or be aware of potential alternatives

If any of these issues occur, the trainers will address them following teaching practice.

### **Marking Schemes for TP**

Teaching Practice will be marked on every lesson and an overall mark. Each lesson will be observed by a tutor, who will deliver feedback. A grade (Fail, C, B, A) will be given for each lesson. Trainees will receive written feedback on the Tutor Evaluation Pro-Forma (Appendix C).

### **Final Summary**

Trainees will submit a final summary of their TP. This will be a written reflection on all six lessons and thoughts on future development (see Appendix G).

### **Observing Tutors**

Tutors observing lessons will be either the main course trainers or trained observers approved by Trinity. All TP tutors (i.e. those involved with observing assessed TP, teaching Guided Observation lessons, and TP preparation) will hold a recognized TESOL teaching qualifications at Diploma level (or equivalent) or in the process of completing their Diploma.

### **Format for the TPJ**

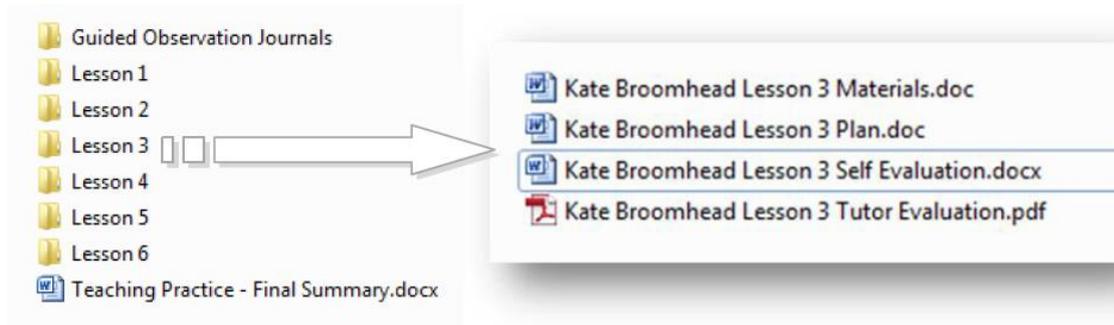
The TPJ should be submitted both digitally and as a hard copy. The hard copy should be submitted as a bound file or in an arch level folder.

Your course director will advise you on the format of the coursework submission.

The **hard copy** should contain:

- Front Cover
- Contents Page
- Page numbers (if possible)
- For each lesson:
  - Lesson Plan
  - Materials
  - Self-Evaluation
  - Tutor Evaluation
- Final Lesson Summary
- Guided Observation Journal

The **digital copy** should follow the filing system pictured below and submitted on *training.ef.com*.



## **2. Self-Evaluation**

**Aim:** to give trainees the opportunity to develop self-reflection skills and assess their own teaching practice.

Trainees will reflect on each lesson taught and fill out a Self-Evaluation pro-forma (Appendix D). This is part of the TPJ and allows trainees to reflect on their own teaching.

Trainees will be graded on their ability to evaluate their own lessons. The mark contributes to the overall TPJ grade (Fail, C, B, A). Trainees will be marked on all lessons.

Trainees are expected to complete their Self-Evaluation directly after their TP and before they receive written feedback from their tutor.

Trainees' Self-Evaluation will be marked based on the rubric below:

A	B
<p><i>Grade A</i> level trainees will show an ability to:</p> <ul style="list-style-type: none"> <li>· assess the extent to which the objectives were achieved and cite evidence from students to support this</li> <li>· correctly identify factors which contributed to the achievement and non-achievement of the lesson.</li> <li>· propose changes to teaching techniques and materials to be made for future lessons and learners, and state the rationale behind these in relation to achievement of future lesson objectives</li> <li>· set specific, measurable, achievable and relevant teaching aim(s) for next lesson</li> <li>· analyze strengths and presents supporting evidence and/or rationale</li> <li>· justify feasibility of lesson aims with reference to learner motivation, background and language proficiency</li> </ul>	<p><i>Grade B</i> level trainees will show an ability to:</p> <ul style="list-style-type: none"> <li>· evaluate achievement and non-achievement of lesson aims and outcomes</li> <li>· identify factors which contributed to the achievement and non-achievement of the lesson.</li> <li>· discuss how they plan to adapt teaching techniques and materials for future classes and learners</li> <li>· set personal teaching aims for the next lesson.</li> <li>· identify overall strengths and cite evidence</li> <li>· justify feasibility of lesson aims with reference to learner motivation, background or language proficiency</li> </ul>
C	Fail/Refer
<p><i>Grade C</i> level trainees will show an ability to:</p> <ul style="list-style-type: none"> <li>· evaluate achievement and non-achievement of aims and outcomes</li> <li>· state the perceived reasons for these</li> <li>· discuss how they plan to adapt teaching techniques or materials for future classes or learners</li> <li>· set a personal teaching aim for the next lesson</li> <li>· identify overall strengths</li> <li>· comment on feasibility of lesson aims</li> </ul>	<p><i>Refer</i> trainees will occasionally fail to meet passing criteria.</p>

## **2. Guided Observation Journal**

**Aim:** to give trainees the opportunity to learn from experienced teachers through the use of observation tools.

Trainees will observe 4 hours of lessons taught by experienced teachers. These hours will be scheduled as part of the course. Trainees will be given a range of observation tools to focus their observations. These may include observing for classroom management, learner development, learner understanding, materials and tasks, lesson planning, and teaching roles.

Trainees' Guided Observation Journals will be marked using the rubric below:

A	B
<p><i>Grade A</i> level trainees will show an ability to:</p> <ul style="list-style-type: none"> <li>· analyse strengths/weaknesses in a different area of teaching and present supporting evidence and/or rationale in each of the 4 lessons</li> </ul> <p><i>SUMMARY</i></p> <ul style="list-style-type: none"> <li>· correctly identify the extent to which the 4 observed aspects of teaching contributed to the achievement and non-achievement of lesson aims</li> <li>· propose adoption to teaching techniques to be made for future lessons and learners, and state the rationale behind these</li> </ul>	<p><i>Grade B</i> level trainees will show an ability to:</p> <ul style="list-style-type: none"> <li>· identify overall strengths/weaknesses in a different area of teaching and cite evidence in each of the 4 lessons</li> </ul> <p><i>SUMMARY</i></p> <ul style="list-style-type: none"> <li>· identify the extent to which some observed aspects of teaching contributed to the achievement and non-achievement of lesson aims.</li> <li>· discuss how they plan to adopt teaching techniques and materials for future classes and learners.</li> </ul>
C	Fail/Refer
<p><i>Grade C</i> level trainees will show an ability to:</p> <ul style="list-style-type: none"> <li>· identify overall strengths/weaknesses in a different area of teaching in each of the 4 lessons</li> </ul> <p><i>SUMMARY</i></p> <ul style="list-style-type: none"> <li>· identify how at least 1 aspect of teaching affected learners/the lesson.</li> <li>· discuss how they plan to adopt teaching techniques or materials for future classes or learners.</li> </ul>	<p><i>Refer</i> trainees will occasionally fail to meet passing criteria.</p>

## Unit 2: Language Awareness & Phonology (LA)

**Aim:** To raise trainees' awareness of the main grammatical, lexical and phonological features of Standard English.

**Assignment:** The LA assignment is a 1 hour written exam after all Language Awareness Input Sessions have been completed. The exam covers specific aspects of:

Grammar/Lexis	Phonology
<ul style="list-style-type: none"><li>• Word classes/parts of speech as a tool for language analysis</li><li>• Syntactical elements as a tool for text/discourse analysis</li><li>• Tenses and aspects</li><li>• Word formation and lexical relationships</li><li>• Features of discourse analysis</li><li>• Language variation</li><li>• Awareness of interlingual interference</li></ul>	<ul style="list-style-type: none"><li>• Phonemes</li><li>• Words and phrases</li><li>• Sentences and discourse</li><li>• Analysis of learners' spoken English</li></ul>

Trainees will **NOT** be permitted to use any printed text books, phones, computers or other technology during the exam.

Aspects of Unit 2 will be introduced through:

- face-to-face Input Sessions dedicated to LA
- online component
- reading assignments
- supplementary materials

Trainees will also integrate aspects of Unit 2 throughout different sections of the course:

- Pre-Course Task
- Linguistic Analysis in Teaching Practice Lesson Plans
- Analysis of language proficiency in the Learner Profile

**Marking:** Trainees will need to obtain a mark of **60%** on the LA Exam to pass Unit 2. Trainees who do not pass will need to re-sit the exam as soon as possible. If the re-sit is completed after course moderation, Trinity will charge an extra fee.

## Unit 3: Learner Profile (LP)

**Aim:** to give trainees the skills and experience in creating a detailed learner profile

Trainees will produce a 2000-3000 word learner profile for one learner. Trainees are matched up with a learner from the Teaching Practice group. They will need to arrange two meetings with 'their' learner:

- a 60-90 minute needs analysis session
- a 60 minute 1:1 lesson

The learner profile will be a comprehensive assessment of the learner's fluency, accuracy, phonological level, and cover reading, writing, listening, and speaking skills.

### Learner Profile to-do checklist

- select learner and arrange interview time
- prepare background questions for the interview
- produce a reading/writing task for the interview
- prepare an extended listening task for the interview
- conduct the interview, recording the spoken section
- photocopy and annotate any errors on the written work
- write out a two minute section of the taped conversation
- annotate any errors in the transcribed section
- transcribe any phonology errors in the taped section, including any problems with weak forms, intonation, or word stress
- refer to *Learner English* to see how the contrasting L1/L2 features may or may not have led to any errors the learner makes
- write list of long-term and short-term aims for your learner
- write one hour lesson plan based around one or two short-term aims
- deliver 1:1 lesson
- evaluate lesson
- write up Learner Profile, including all prepared documents and tape as appendices

### Learner Profile Guidelines

Trainees should write up the Learner Profile project using the sub-headings given below. Marks are indicated and give a guide to how much content there should be for each section.

**CertTESOL Unit 3 Learner Profile Assessment Criteria**

A: 80 - 100 B: 65 - 79 C: 50 - 64 Refer: 40-49 Fail: 0-39

Section	Descriptor	Mark	Common Mistake
Learner Background	A description of the learner's cultural and social background, including: <ul style="list-style-type: none"> <li>Their current level of English.</li> <li>Language learning experience and the history of their acquisition of English.</li> <li>The current use of English; when and where they use it.</li> <li>Reasons for learning English and in what context they expect to use English in the future.</li> </ul>	10	<ul style="list-style-type: none"> <li>Irrelevant information details</li> <li>Make inaccurate statement, e.g. "The learner is not good at listening."</li> </ul>
Linguistic Analysis	Grammar <ul style="list-style-type: none"> <li>Highlights errors in the written sample with examples given.</li> <li>Includes errors in spoken sample with examples given.</li> <li>Provides the learner's grammar strengths and weaknesses in details.</li> <li>Prioritize and organize the errors.</li> </ul>	10	<ul style="list-style-type: none"> <li>Describe the errors inaccurately.</li> <li>Unable to prioritize the errors.</li> <li>Fail to discuss the learner's strengths.</li> </ul>
	Lexis <ul style="list-style-type: none"> <li>Provides extent and variety of the learner's productive and receptive lexis with examples given.</li> <li>Analyze the learner's correct choice of lexis with examples given. This includes reference to their knowledge/awareness of collocations and register and the ability to use lexical items they know to express ideas they do not know the word for.</li> <li>Reference made to both the written and spoken samples.</li> </ul>	10	<ul style="list-style-type: none"> <li>Incorrectly use grammatical examples for lexical analysis.</li> <li>Fail to reference specific examples from the samples of the learner's English.</li> <li>Insufficient depth of analysis.</li> </ul>
	Phonology <ul style="list-style-type: none"> <li>Identifies weaknesses in the learner's pronunciation of individual phonemes with examples given.</li> <li>Identifies weaknesses in the learner's pronunciation at a word/sentence level with examples given.</li> <li>Analyzes the learner's effectiveness in communicating with relation to their pronunciation.</li> </ul>	10	<ul style="list-style-type: none"> <li>Unable to analyze the causes of the learner's difficulties in phonemes. (e.g. L1 interference).</li> <li>Fail to address issues on features of connected speech and intonation. (e.g. weak forms, sentence stress, etc.)</li> </ul>
	Speaking <ul style="list-style-type: none"> <li>Comments on the learner's level of fluency and accuracy and the effect on their ability to communicate successfully.</li> <li>Discusses the speaking strategies or behavior used by the learner. (e.g. What do they do when they don't know a word or are unsure.)</li> </ul>	5	<ul style="list-style-type: none"> <li>Repetition of pronunciation problems/errors.</li> </ul>
	Listening <ul style="list-style-type: none"> <li>Analyzes the learner's listening proficiency and the effect on their ability to communicate successfully.</li> <li>Analyzes the learner's abilities in the learning sub-skills with examples given.</li> <li>Identifies problems the learner has when listening and the strategies used to try to overcome these.</li> </ul>	5	<ul style="list-style-type: none"> <li>Fail to address the sub-skills.</li> </ul>
	Reading <ul style="list-style-type: none"> <li>Assesses the learner's abilities in the reading sub-skills. (e.g. reading for gist, skimming and scanning, etc.)</li> <li>Analyzes the learner's general reading habits based on observation during the task.</li> </ul>	5	<ul style="list-style-type: none"> <li>Fail to provide specific examples of the learner's reading behavior and causes for this.</li> </ul>
	Writing <ul style="list-style-type: none"> <li>Comments on the learner's writing proficiency and the effect on their ability to communicate successfully.</li> <li>Analyzes the use of syntax and lexis contributing to the fluency of the written sample.</li> <li>Identifies the organization of the written sample and its appropriacy in terms of register.</li> </ul>	5	<ul style="list-style-type: none"> <li>Repetition of grammar / lexis errors.</li> <li>No discussion of the learner's ability to organize a text and communicate through writing.</li> </ul>
Lesson Plan /Evaluation	<ul style="list-style-type: none"> <li>Includes a full lesson plan based around one or two of the short-term recommendations.</li> <li>Achieve one overall aim, with planned activity, materials and plenty of opportunities for the learner to contribute freely.</li> <li>Evaluates the lesson itself and how it went and could be improved upon.</li> <li>Reflects on the experience of teaching 1:1 in comparison to group class teaching.</li> </ul>	20	<ul style="list-style-type: none"> <li>Fail to evaluate the lesson in depth.</li> <li>Fail to choose appropriate lesson objectives based on the analysis.</li> </ul>
Recommendations	<ul style="list-style-type: none"> <li>Suggest a suitable focus for the learner's language and skills development.</li> <li>Link back to the data collected in the analysis and should include reference to grammatical, lexical and phonological areas, and speaking, listening, reading and writing skills.</li> <li>Include short-term (accuracy issues) and long-term goals (fluency and skills development), and include suggestions for how these could be achieved either in or out of class where appropriate.</li> </ul>	10	<ul style="list-style-type: none"> <li>You may wish to give the learner a copy of this section for advice but do not spend your lesson simply going through it.</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>Includes your spelling, sentence structure and use of English as well as correct usage of appropriate meta-language</li> <li>The materials used in the one-to-one lesson should be appended.</li> <li>Include a bibliography of texts used for research or for teaching before any appendices; pages should be numbered.</li> </ul>	10	<ul style="list-style-type: none"> <li>A transcription of the whole interview is not required.</li> </ul>

**Guidelines for the 1:1 Lesson Feedback**

Following the 1:1 lesson, trainees will reflect on what was achieved and contrast the lesson to teaching groups. Feel free to adapt and extend the following points:

- How well did you achieve your aims? Were your aims realistic or too ambitious for a one-hour lesson?
- How closely did you stick to your plan? Was there the opportunity or necessity to deviate from it at any point? Did the mean that you did not meet your stated lesson aims?
- How did you find teaching 1:1 different from group classes? Think about:
  - The need for flexibility. Think about timing, staging, addressing problems as they crop up.
  - What roles the teacher and learner have.
  - Relieving the intensity of 1:1 teaching
  - Any need to adapt methods and approaches learned on this course
- Would you adapt any of your recommendations or conclusions about your learner in the light of this lesson?

## Unit 4: Materials Assignment (MA)

### Aims

- To be able to plan, produce, use and evaluate simple classroom teaching materials and accompanying tasks
- To produce a written rationale and evaluation of the effectiveness of the materials
- To reflect on and discuss the use of the selected materials

### Assessment Criteria

By referencing a piece of specific material they have used on the course, trainees will be expected to:

- Produce a written assignment of 400-500 words (see appendix H)
- Have an assessment interview (15 minutes)

The Materials Assignment is assessed directly by a Trinity moderator. The following assessment criteria will be used:

<b>Criterion</b>		<b>Trainees must obtain 14 out of a possible 24 marks</b>	
<b>The trainee is able to:</b>		<b>1 mark per criterion</b>	<b>1 mark per criterion</b>
<b>Written Communication Skills</b>	Identify the linguistic purpose and specific objective	Identify linguistic purpose	Identify specific objectives
	Explain how the materials were appropriate for the student's needs	Identify class needs	Explain how the materials met the class needs
	Identify potential difficulties with the materials	Identify potential difficulties	Identify potential solutions
	Effectively discuss how the materials were used in the classroom	Discuss groupings used	Discuss the wider context for using the materials in the lesson, e.g. stages of the lesson
	Evaluate the success of the materials	Reasons for the success (or not) of the materials	Indicate how this conclusion was reached
	Suggest how the materials might be improved	Suggest how the materials might be improved in terms of students' linguistic needs	Suggest how the materials might be improved in terms of their design and presentation
<b>Oral Communication Skills</b>	Discuss the suitability of the materials both in terms of needs and motivation of learners	Discuss the suitability of the materials in terms of learner needs	Discuss the suitability of the materials in terms of learner motivation
	Discuss what problems arose from the materials and how they were dealt with	Discuss actual problems that arose	Discuss the solutions to these problems
	Discuss how learners responded to the materials and why the trainee thought this was the case	Discuss the learners' response to the materials	Reason(s) for why the learners responded in this way
	Discuss what the learning outcomes were for the materials and how the materials might be improved	Discuss the learning outcomes	Discuss the potential improvements to the materials
	Demonstrate what they have learned about the selection and production of English language teaching materials	Discuss the point(s) made in relation to the selection of materials	Discuss the point(s) made in relation to the production of materials
	Demonstrate what they have learned about teaching English using materials from different sources	Example(s) of what trainee has learned	Justify why using self-generated materials is beneficial

<b>A</b>	<b>21-24</b>
<b>B</b>	<b>16-20</b>
<b>C</b>	<b>12-15</b>
<b>Refer/Fail</b>	<b>0-11</b>

## Unit 5: Unknown Language Journal (ULJ)

### Aims

- To raise 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
- 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
- To raise awareness of a few main elementary contrastive features of the taught language and English

The Unknown Language Journal will consist of four lessons of approximately one hour. After each lesson, trainees will record their feelings and experiences as learners and the ways in which different methods and techniques result in successful learning through a written, assessed journal.

### Assessment Criteria

- A reflective journal after each lesson, using a range of tools (see Appendix I)
- A brief, one-page description of the main contrastive features of the taught language and English
- An overall summary which reflects their professional evaluation of this unit and the teaching methodology used which suited the learning preferences of the trainee and others in the group. The summary must be a considered statement that goes beyond comment on the trainee's personal difficulties and must include what they will take forward into their own teaching

	Lesson 1			Lesson 2			Lesson 3			Lesson 4			Final Summary			Final Mark
	Learning Objectives	Classroom Mgmt	Reflection	Learning Objectives	Materials	Reflection	Learning Objectives	Methodology	Reflection	Learning Objectives	Lesson Staging	Reflection	Overall Summary	Contrastive Analysis	Presentation	
Max Score	5	5	5	5	5	5	5	5	5	5	5	5	10	20	10	100

Trainees' journals will be graded according to the rubric below:

A	B
<p><i>Grade A</i> trainees will show an ability to:</p> <ul style="list-style-type: none"> <li>· thoroughly describe the perceived grammatical, functional, and lexical objectives of the lesson using appropriate teaching terminology</li> <li>· give a detailed overview of the methods used by the teacher, including activities and materials</li> <li>· reflect on the nature of the learning experience and on which teaching methods and attitudes suited the learning preferences of the trainee and other in the group</li> <li>· correctly identify and describe all contrastive elements between the language taught and English, using appropriate grammatical terminology</li> </ul>	<p><i>Grade B</i> trainees will show an ability to:</p> <ul style="list-style-type: none"> <li>· describe the perceived grammatical, functional, and lexical objectives of the lesson using appropriate teaching terminology</li> <li>· give an overview of the methods used by the teacher, including activities and materials</li> <li>· reflect on the nature of the learning experience and on which teaching methods and attitudes suited the trainee and other in the group</li> <li>· correctly identify and describe contrastive elements between the language taught and English, using appropriate grammatical terminology</li> </ul>
C	Fail/Refer
<p><i>Grade C</i> trainees will show an ability to:</p> <ul style="list-style-type: none"> <li>· describe the perceived grammatical, functional, and lexical objectives of the lesson</li> <li>· describe how the teacher achieves the perceived aims</li> <li>· reflect on the nature of the learning experience and on which teaching methods suited the trainee</li> <li>· identify and describe contrastive elements between the language taught and English</li> <li>· evaluate the teaching methodology</li> </ul>	<p><i>Refer</i> trainees will occasionally fail to meet passing criteria.</p>

For those receiving a *Refer* grade, the trainers will have raised concerns in the mid-course tutorial. They will need to resubmit any work not up to standard, and this will be moderated by Trinity, with Trinity making the final decision. Trainees will be given every opportunity to meet requirements for a passing grade. Trainers will be alert for these occasions and will address them with the trainee, as appropriate. For those receiving a Fail grade and resubmitting a journal, Trinity will charge an extra fee.

## **APPENDICES**

## EF CertTESOL Statement of Commitment

I hereby confirm that I understand the following is expected of me during the duration of the CertTESOL course, and can confirm:

1. I am aware of the course schedule and accept the course's dates, times and location.
2. I have read the CertTESOL handbook and asked about anything I am unsure about.
3. Once committed to the course, 100% attendance is compulsory in order to pass. I commit to not taking annual leave on course days.
4. I am prepared to dedicate a full day of study time each week to attend the face to face sessions of the course, plus extra time for course reading and writing assignments.
5. If I am sick, Course Directors will try, but can't guarantee, to arrange make up lessons within the course dates.
6. Any re-sits and/or delayed candidates will be subject to space availability on future courses.
7. I understand I am responsible for submitting assignments on or before deadlines
8. Any and all submissions (e.g. printing lesson plans and assignments) are my own responsibility. If school printers are broken, I am responsible for finding another way to print my submissions.
9. If I don't understand course content, procedures or scheduling, I will seek advice from a tutor
10. I understand that throughout the course I will be held to the behavioral conduct standards in the EF Work Manual. If any of my behavior violates this code of conduct my line manager will be informed.
11. I understand that the students I will teach in this course will be adults, at elementary and intermediate level and I am prepared to teach this age and level.
12. I understand that my results may be shared with EF.
13. I understand and accept that the schedule, location and course content might be subject to change.

<b>Candidate Name</b>	
<b>Signed</b>	
<b>Date</b>	
<b>Course Date Start</b>	
<b>Course Location</b>	

# Unit 1: CertTESOL Lesson Planning Pro-forma

Name:

Date:

TP#:

## Student Context

Number of students:	
Age:	
Educational / professional level:	
Purpose(s) in learning English:	
First language:	
Level of class:	

## Learning Objectives

Overall lesson objective(s):

Assessment (how and when you will assess the extent to which the students have achieved the learning objectives):

Target skills (delete as appropriate):

- Functional:
- Grammatical:
- Lexical:
- Phonological:
- Skills:

## Personal Aims

Areas you aim to improve upon considering feedback and reflection you previous lesson(s):

- 
- 
- 

## Analysis of Target Language and/or Skills

## Other

Materials:

Relationship to objective:

Anticipated problems and solutions:

- 1.
- 2.
- 3.

## Lesson stages

Stage Aim, Timing, Interaction Patterns	Learner Activity and Language	Teacher Activity and Language	Board-work & Materials

\* denotes must pass criteria

Grade (circle):  
Date:  
Level:  
# Ss:

Fail C B A  
Candidate:  
Observer:  
Lesson #:

	<b>Criteria</b>	<b>Teacher Behavior</b>	<b>Student Behavior</b>	<b>Comments / Questions</b>				
TP1	<b>1. Lesson plan*</b> Teacher submits a lesson plan including staging, timings and a SMART objective.			Grade: <table border="1"><tr><td>F</td><td>C</td><td>B</td><td>A</td></tr></table>	F	C	B	A
	F	C	B	A				
	<b>2. Learning Environment*</b> Teacher establishes rapport with students and creates an environment conducive to learning.			Grade: <table border="1"><tr><td>F</td><td>C</td><td>B</td><td>A</td></tr></table>	F	C	B	A
	F	C	B	A				
	<b>3. Teacher Language*</b> Teacher makes students aware of tasks and activities through instructions using accurate spoken and written English.			Grade: <table border="1"><tr><td>F</td><td>C</td><td>B</td><td>A</td></tr></table>	F	C	B	A
F	C	B	A					
<b>4. Reflection &amp; Evaluation*</b> Teacher assesses achievement of objectives, evaluates tasks and is aware of potential alternatives.			Grade: <table border="1"><tr><td>F</td><td>C</td><td>B</td><td>A</td></tr></table>	F	C	B	A	
F	C	B	A					
<b>5. Groupings</b> Teacher uses groupings and interaction patterns in line with lesson objectives.			Grade: <table border="1"><tr><td>F</td><td>C</td><td>B</td><td>A</td></tr></table>	F	C	B	A	
F	C	B	A					
TP2	<b>6. Monitoring &amp; Feedback</b> Students receive feedback on language use (including errors) and performance.			Grade: <table border="1"><tr><td>F</td><td>C</td><td>B</td><td>A</td></tr></table>	F	C	B	A
	F	C	B	A				
	<b>7. Meaning &amp; Concepts</b> Teacher conveys and checks meaning through examples and concept checking questions.			Grade: <table border="1"><tr><td>F</td><td>C</td><td>B</td><td>A</td></tr></table>	F	C	B	A
	F	C	B	A				
	<b>8. Phonology</b> Teacher includes aspects of phonology which help students improve in line with lesson objectives.			Grade: <table border="1"><tr><td>F</td><td>C</td><td>B</td><td>A</td></tr></table>	F	C	B	A
F	C	B	A					
<b>9. Tasks &amp; Materials</b> Teacher incorporates activities with opportunities for meaningful communication in context.			Grade: <table border="1"><tr><td>F</td><td>C</td><td>B</td><td>A</td></tr></table>	F	C	B	A	
F	C	B	A					
<b>10. Development</b> There is evidence of student improvement in skills or language during the lesson.			Grade: <table border="1"><tr><td>F</td><td>C</td><td>B</td><td>A</td></tr></table>	F	C	B	A	
F	C	B	A					

**Short Hand Key:**

CCQ = concept checking question; EC = error correction; FB = feedback; G = grammar; ICQ = instruction checking question; IPA = international phonemic script; L1 = students' first language; L2 = English; Phon = phonology; QTT = quality teacher talk; S = student; Ss = students; T = teacher; TL = target language

## Trinity CertTESOL Self Evaluation

Name:	Lesson Number:	Number of Students:
Level:	Lesson length:	
<b>1. Achievement/ non-achievement of aims / learning outcomes</b>		
<i>In the space below, assess the extent to which the objectives were achieved and cite evidence from students to support this</i>		
<b>2. Perceived reasons for achievement/ non-achievement of aims / learning outcomes</b>		
<i>In the space below, identify factors which contributed to the achievement and non-achievement of the lesson objectives and how these factors affected the success of the lesson.</i>		
<b>3. Adaption of methods or materials for future classes/learners:</b>		
<i>In the space below, recognize changes to be made for future lessons and give the rationale for these changes in relation to achievement of future lesson objectives.</i>		
<b>4. Classroom management</b>		
<i>In the space below, identify at least five (positive and negative) examples of classroom management in relation to achievement of lesson objectives and learner needs.</i>		
<b>5. Keep doing</b>		
<i>In the space below, summarize positive aspects of your own practice to continue in future lessons</i>		
<b>6. Teaching Aims for next class</b>		
<i>In the space below, summarize areas for personal development in your own practice for your next lesson</i>		

## CertTESOL Peer Observation Pro-forma

**Date:**                      **Name:**                      **Trainee Observed:**                      **Level:**                      **No.of Ss:**

<b>Praise</b> (Take notes here on things you think your colleague did well)	<b>Concern</b> (Take notes here on things you think did not go well)
<b>Question</b> (Write Qs here you want to ask your colleague after the class – things you did not understand)	<b>Suggest</b> (What ideas do you have that might be useful for your colleague?)

# CertTESOL Guided Observation Day 2: Classroom Management

How did the teacher maximize engagement in the classroom by:

- Keeping students' attention; keeping students' focused while giving instructions
- Limiting use of L1;
- Limiting distractions including use of phones
- Encouraging students to work together; making sure stronger students don't dominate activities
- Managing time and pace

Trainee:

Level:

Number of students:

Composition of student group:

Lesson Length:

Lesson Aim:

What classroom management techniques did the teacher use?	How did the learners respond?	Are there any problems? How would you adapt it?

## Post-Lesson Reflection

1. Were there any instances when distractions influenced the success of the lesson? What happened? How did the teacher try to refocus the students?
2. Were there any times in the lesson when Ss were using L1? Do you feel this helped or hindered the learning objectives?
3. Did the pacing of the lesson maximize student engagement? Were there any points at which engagement dropped, or where the pace affected learner development through being too quick or too slow?
4. Did any students dominate the class or their group? Did any students demonstrate a lack of participation? What do you think were the reasons? What did the teacher do to address this?

## **EF Trinity CertTESOL Final Summary**

**Name:**

When answering the following questions, please think about theory practice for the areas of grammar, phonology, language awareness, teaching skills and learner needs.

**How do you feel you've developed your teaching over the course?**

**Please describe what you feel your strengths are as a teacher.**

**For your own future development, what would you like to focus on in the next month?  
How about the next year?**

# CertTESOL Unit 4: Materials Assignment

Trainee:

Course providing organisation: EF English First

Start and end dates of course:

## Summary of Class

Complete the summary of class data table below, and all the other information related to the rationale and evaluation sections. Please complete this information in the spaces provided, ensuring that your responses are clearly separated from the rubric.

Type your answers into the spaces. Clear and coherent notes (e.g. using bullet points) are welcomed. Do not alter the rubric in any way.

The word count for the rationale and evaluation for the material is 400–500 words.

Number of learners:	
Level of class:	
Monolingual class (if so, please state first language):	
Type of material:	
Type of activity:	
Point in lesson when used, noting preceding and subsequent activity:	

## Rationale and Evaluation

Please show your word count for the rationale and the evaluation, excluding the Trinity rubric. The word count for the rubric is 143 words.

Word count: \_\_\_\_\_

### **Rationale**

What was the linguistic purpose of this material? What were the objectives for the learners' language development?

How did you think this material was appropriate to your students' specific linguistic needs? Why was it appropriate?

After you had prepared the material and before the lesson, what difficulties did you anticipate for your learners? What solutions did you identify for dealing with those difficulties?

### **Evaluation**

Explain how you used the materials in the classroom effectively. What groupings did you use and why? How did the materials fit within the wider context of the lesson?

What reasons can you give for the success of your materials (or lack of)? How did you reach this conclusion?

## CertTESOL Unit 5: Journal 1 Word limit: 500 words

Name:

### Learning Objectives

What were the learning objectives for this class?

<i>Grammatical objectives</i>	<i>Lexical Objectives</i>	<i>Functional Objectives</i>

### Classroom Management

List some examples of instructions, interaction patterns and the classroom set up for different activities below

Activity	Instructions	Interaction patters	Classroom setup

Describe how these instructions helped you (or your classmates) to complete a task?

Consider how the interaction patterns helped achieve the lesson objectives.

How did the classroom set up support the tasks?

### Reflection

How did the points above make you and your classmates feel?

Discuss how you might implement the classroom management techniques into your own teaching

Contrast how these techniques were similar or different to your current teaching practice