

EF ENGLISH FIRST CHINA & TRINITY COLLEGE LONDON

Trinity DipTESOL Handbook

Your guide to completing the Trinity DipTESOL

David Weller

2016

Contents

Aims & Objectives of the Trinity DipTESOL.....	2
Course Structure.....	3
Online Phase.....	3
Module Structure.....	4
Online Phase Example Calendar.....	4
Practical Block with Example Calendars.....	5
Assessment Overview.....	7
Reading List.....	8
Blackboard VLE.....	9
Assessment Criteria.....	10
Unit 1: Written Paper – Language, Teaching and Learning.....	10
Unit 2: The Coursework Portfolio – The Teacher as a Developmental, Reflective Practitioner.....	12
Unit 3: The Interview – Phonological Theory in Classroom Practice.....	18
Unit 4: Teaching Practice: Learner Analysis, Preparation, Delivery and Self-Evaluation in Teaching.....	21
Appendix 1: Syllabus.....	22
Appendix 2: Unit 2 Proforma – Verification for the Portfolio Lesson Observations (Part 1).....	25
Appendix 3: Unit 2 Proforma – Verification for the Portfolio Unobserved TP (Part 2).....	26
Appendix 4: Unit 4 Proforma – Teaching Assessment Proforma.....	27
Appendix 3: Extended Reading List.....	31

Aims & Objectives of the Trinity DipTESOL

Aim: to provide trainees with the skills and knowledge to teach and reflect upon English as a Foreign or Second Language at the level of a Master's degree (Level 7 of the UK National Qualifications Framework)

Objectives:

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

Language

- An in-depth understanding of the systems of contemporary English (phonology, grammar, lexis, discourse) commonly taught in beginner to advanced syllabuses
- The ability to identify the language background, needs, motivation and cultural context of learners and teachers an understanding of the changing roles of English in different regions of the world.

Learning and Teaching

- A critical understanding of current and historical developments in language learning theory and teaching methodology, with particular reference to ESOL
- Familiarity with issues related to motivation and second language acquisition
- The ability to plan, design and deliver a series of ESOL lessons appropriate to learners' language needs and learning styles as individuals and as a group
- The ability to design, deliver and evaluate a language programme over an extended period
- The ability to assess learners' knowledge of and skills in English
- An understanding of the main methods and forms of assessment for young learners up to advanced learners.

Personal and professional development

- The ability to assess and develop own effectiveness as a language teacher
- The ability to provide principled professional support to teachers with less experience
- An appreciation of the principles of teamwork and classroom-based investigation
- A sharp awareness of teaching observation and appropriate feedback at the initial TESOL level.

Course Structure

Online Phase

To prepare you for this, you will attend the online phase (via distance learning). This phase does not count towards your final grade, but participation is required in order to progress to the assessments above.

Trinity DipTESOL	# of Modules	Length of each Module	Study hours per module	Delivery Method
Online Phase	10	3 weeks	30 <i>(suggested 10 hours per week)</i>	Blackboard VLE (online)

The ten modules that you will study are:

Module	Topic
1	Classroom Practice
2	Portfolio Preparation
3	Language Awareness
4	Phonology Practice
5	Second Language Acquisition Theory
6	English Language Teaching Theory
7	English as a Global Language
8	Syllabus Design
9	Language Assessment
10	Professional Development

For more on the content that each module covers, please see *Appendix 1: Syllabus*.

Module Structure

Sample Structure	
Input	<ul style="list-style-type: none"> • Reading • Video • Podcast
Task	<ul style="list-style-type: none"> • Individual tasks • Group tasks • Content creation: essays, student wikis, video, mp3
Assessment	<ul style="list-style-type: none"> • Self-assessment quizzes • Tutor feedback
Feedback	<ul style="list-style-type: none"> • Public tutor comments on tasks in Blackboard • Private tutor comments given via WeChat or email

Online Phase Example Calendar

Week	Module	Online Phase	Tutorials	Group Chats	Unit 1: Written Paper	Unit 2 : Portfolio Deadlines
1	Classroom Practice					
2						
3		Task Deadline				
4	Portfolio Preparation		Tutorial 1	Group Call		
5						
6		Task Deadline				
7	Language Awareness					
8						
9		Task Deadline				
10	Phonology Practice			Group Call		
11						
12		Task Deadline				
13	SLA Theory		Tutorial 2			
14						
15		Task Deadline				
16	ELT Theory			Group Call		
17						
18		Task Deadline				
19	English as a Global Language					
20						

21		Task Deadline				Part 2 Draft
22	Syllabus Design		Tutorial 3	Group Call		
23						
24		Task Deadline				
25	Language Awareness					
26						
27		Task Deadline				
28	Professional Development			Group Call		
29						
30		Task Deadline		Mock Exam		
31-36	Revision		Tutorial 4			
37				Unit 1 Exam		

Practical Block with Example Calendars

The practical block will usually start shortly after the unit one written paper. There are two ways to take the practical block, depending on where you live. If you live in or near Beijing, Shanghai, Guangzhou or Shenzhen, then you'll be able to take the practical block part-time (one lesson a week).

If you don't live near one of these cities, you'll have to take the practical block as an intensive block (five lessons over approximately two weeks).

Part-time Block Example Calendar

	Week	Day	Activity
Part/time Option	1	Thursday	Briefing
			Meet the students
			Create learner profiles
	2	Thursday	Lesson 1
			Phonology Input 1
	3	Thursday	Lesson 2
			Phonology Input 2
	4	Thursday	Lesson 3
	5	Thursday	Lesson 4
	6	Thursday	Lesson 5
			Phonology interview

Intensive Block Example Calendar

Intensive Option	Week	Day	Activity
	1	Monday	Briefing
			Meet the students
			Create learner profiles
		Tuesday	Lesson 1
			Phonology Input 1
		Thursday	Lesson 2
	Phonology Input 2		
	2	Monday	Lesson 3
		Wednesday	Lesson 4
Friday		Lesson 5	
		Phonology Interview	

Please note that these are just examples – full schedules will be issued at least six weeks before your practical block begins.

For more information on the structure of the practical block, including how it is assessed, please see the section 'Unit 4: Teaching Practice' in this guide.

Assessment Overview

DipTESOL courses are designed around four units and each unit is comprised of four sections:

Trinity DipTESOL	Section 1	Section 2	Section 3	Assessment
Unit 1: Language, Teaching and Learning <i>Written Paper</i> (3 hours, externally assessed)	Language <i>(4 short questions)</i>	Learning and teaching <i>(1 essay)</i>	Professional Development <i>(1 essay)</i>	Aggregate mark, Pass: 50-79 Distinction: 80%+ Section 1 <i>must</i> pass
Unit 2: The teacher as a developmental, reflective practitioner <i>Coursework Portfolio</i> (internally assessed, externally moderated)	Observation instrument(s) <i>(Rationale and evaluation for at least 6 hours of observation)</i>	Developmental Record <i>(Based on a minimum of 10 hours teaching)</i>	Independent Research Project	Aggregate mark Pass: 50-79 Distinction: 80%+ All three sections <i>must</i> pass, can be retaken individually
Unit 3: Phonological theory in classroom practice <i>Face to face interview</i> (30 minutes, externally assessed)	Talk on a prepared topic and discussion with phonological focus <i>(10 minutes)</i>	Phonemic transcription <i>(5 minutes)</i>	Discussion on topics concerning aspects of theory and practice <i>(15 minutes)</i>	Aggregate mark, Pass: 50-79 Distinction: 80%+
Unit 4: Teaching, to include learner analysis, preparation, delivery and self-evaluation <i>Classroom teaching</i> (5 hours, internally and externally assessed)	Internally assessed: Planning Teaching Lesson Evaluation	Externally assessed Planning <i>(20 minutes)</i> Teaching <i>(1 hour)</i> Lesson evaluation <i>(20 minutes)</i>	Internally assessed and externally moderated teaching journal	Average of 4 internal lessons (40%) TP journals (20%) External lesson (40%) Pass: 50-79 Distinction: 80%+

Reading List

You will need to obtain a number of books to gain the knowledge necessary to complete the course. Below are the 'Essential Reading' titles - each module may refer to topics and chapters these books and you won't be able to complete the online phase without them.

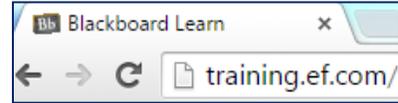
A further reading list is given in the appendix. You will need this list for your portfolio topic, and also if you wish to achieve a good pass or distinction.

Topic	Book List
Portfolio	<ul style="list-style-type: none"> • Nunan, D. <i>Research Methods in Language Learning</i>. • Dornyei, Z. <i>Questionnaires in Second Language Research: Construction, Administration, and Processing</i>
Classroom Practice	<ul style="list-style-type: none"> • Scrivener, J. <i>Learning Teaching</i> • Thornbury, S. <i>How to Teach Grammar</i> • Thornbury, S. <i>How to Teach Vocabulary</i> • Harmer, J. <i>How to Teach Writing</i>. • Underwood, M. <i>Teaching Listening</i>
Language Awareness	<ul style="list-style-type: none"> • Parrott, M. <i>Grammar for English Language Teachers</i>. • Swan, M. <i>Practical English Usage</i>.
Phonology	<ul style="list-style-type: none"> • Underhill, A. <i>Sound Foundations</i> • Hancock, M. <i>Pronunciation Games</i>
Second Language Acquisition	<ul style="list-style-type: none"> • Saville-Troike, M. <i>Introducing Second Language Acquisition</i> • Krashen, S. <i>The Input Hypothesis</i>
English Language Teaching Theory	<ul style="list-style-type: none"> • Richards, J. C. and Rodgers, T. S. <i>Approaches and Methods in Language Teaching</i>. • McCarthy, M. <i>Discourse Analysis for Language Teachers</i>. • Lewis, M. <i>The Lexical Approach</i>
English as a Global Language	<ul style="list-style-type: none"> • Graddol, D. <i>English Next</i>
Syllabus Design	<ul style="list-style-type: none"> • Richards, J. <i>Curriculum Development in Language Teaching</i>.
Language Assessment	<ul style="list-style-type: none"> • Hughes, A. <i>Testing for Language Teachers</i>
Professional Development	<ul style="list-style-type: none"> • White, R. et al <i>From Teacher to Manager</i> • Richards, J. and Lockhart, C. <i>Reflective Teaching in Second Language Classrooms</i>.

Blackboard VLE

Blackboard VLE is a virtual learning environment, or learning management system that you will use to participate in the Diploma online phase.

The URL to access Blackboard is www.training.ef.com



Once you reach the page, you'll see the login page:

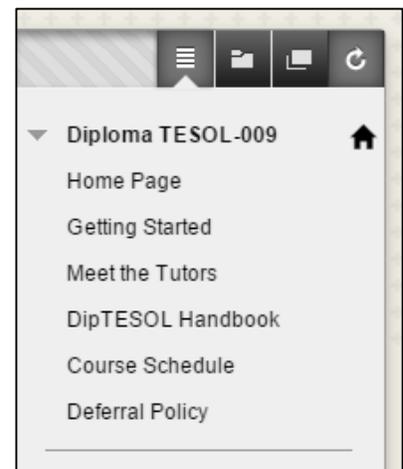
If you don't have a login, please email your tutor and request one to be setup for you. Once you login, you should be able to see that you're enrolled in the Diploma course:



If you do have a login, but haven't been enrolled in the Diploma course, email your tutor and request to be enrolled.



You'll be able to see the menu on the left hand side of the screen. To get started, you'll find everything you need to know in the 'Getting Started' page



Assessment Criteria

Please note that assessment proformas for all of the following assessed units can be found in the appendices.

Unit 1: Written Paper – Language, Teaching and Learning

Introduction

- There are three set dates per annum for the written papers for Unit 1
- There are three sections as outlined below.
- Candidates must pass a minimum of two sections, including Section 1: Language, to pass Unit 1 overall.
- The overall pass mark, the aggregate of three sections, is 50%, and a distinction 80%.
- The paper must be completed in three hours.
- This unit is externally assessed.

Section 1: Language

Candidates must pass this section which relates to the first area of the syllabus, Language, but will not include questions on phonology or phonetics. Phonological aspects of learning and teaching are covered in Unit 3, and also may be integrated as relevant to the essay questions in Sections 2 and 3 in Unit 1.

Candidates are required to answer four questions out of five. These will be specifically concerned with aspects of language awareness, form, function and discourse, and how they relate to practical experience.

Answers should be focused, concise, specific and relevant to the question asked, and it is acceptable to include clear note form and diagrams in the answers where appropriate. Each question will carry ten marks. The whole section carries 40% of the total marks for Unit 1.

Section 2: Learning and Teaching

This section relates to parts of the second area of the syllabus, Learning and Teaching. Aspects of phonology may be integrated, if relevant to the question asked. This section carries 30% of overall marks awarded for Unit 1.

Section 3: Professional Development

This section relates to parts of the third area of the syllabus, Professional Development. Aspects of phonology may be integrated, if relevant to the question asked. This section carries 30% of overall marks awarded for Unit 1.

Criteria for Assessment

Section 1: Criteria for assessment (40% of overall marks) (40 marks)

Accuracy and completeness of responses to four short questions, marked as shown in the grid below. Accuracy refers to the accuracy of content in the answer. Completeness refers to the overall answer in terms of answering what is asked.

	Accuracy	Completeness	Total
Question 1	/5	/5	/10
Question 2	/5	/5	/10
Question 3	/5	/5	/10
Question 4	/5	/5	/10
Total Marks for Section 1	/40		

Section 2 and 3: Criteria for assessment (30% allocated to each section)

The examiner will decide one of three global assessment levels (Distinction, Pass, Fail) for each of the four categories shown in the chart below. The examiner will then attribute a mark to each of the global assessment levels according to the following scale:

Criteria	Weighting	Fail	Pass	Distinction
1. Discussion, analysis, evaluation, relevance and quality of information	45%	0-40	41-64	65-81
2. Familiarity with current thinking in ELT, e.g. From background reading	15%	0-13	14-21	22-27
3. Reference to practical application in the classroom or other appropriate workplace, and to the candidate's own teaching experience.	25%	0-22	23-35	36-45
4. Presentation: organisation into a coherent academic essay, style, lexical and grammatical command, orthography	15%	0-13	14-21	22-27
Combined Raw Total (CRT)	/180			
Final Mark (100%)	CRT/6 = /30			

Marking

Half-marks in the final mark in this and other grids are not permitted. Marks of point five (.5) and above should go up to the next whole mark. Marks of point four (.4) and below should be reduced to the next whole mark. For a Pass to be awarded overall in Unit 1, a pass mark is obligatory in Section 1 and in either Section 2 or Section 3.

Unit 2: The Coursework Portfolio – The Teacher as a Developmental, Reflective Practitioner

Introduction

The portfolio is a compilation of three assignments, two of which are firmly grounded in aspects of classroom practice. The third section is an independent research project where you can base your submission on research into an area of TESOL which interests you personally, and which will benefit your own future professional development and that of others.

- Each assignment is internally assessed and two of the three sections are externally moderated.
- The assignments are:
 - Section 1: The observation instrument
 - Section 2: The developmental record
 - Section 3: The independent research project
- Each assignment can be re-taken separately if failed. The complete portfolio can only be marked as a pass overall when all three assignments have been awarded a pass.
- Each section/assignment has its own marking criteria, and the candidates should read these carefully. **The weighting for each of the three sections is equal**, and each is marked out of 100. The whole portfolio therefore is marked out of 300 altogether, and then divided by three to provide the final mark out of 100. (Pass overall for the amalgamated marks is 50%; Distinction: 80%.)
- The weighting of the criteria *within each section* is not equal. Please note that 40% of the marks for each section will be allocated to the evaluation of each assignment.

Section 1: Observation Instrument

Candidates are required to complete ten hours (600 minutes) of guided purposeful observation.. The assignment will be based on a minimum of six hours of the completed ten hours of observation. Course providers must ensure that the observations are verified and a pro forma is provided for this purpose. Each class observed must normally consist of a minimum of six learners.

Candidates observe teachers who have either:

- a full teaching qualification (LTCL Diploma or equivalent) and at least one year's post-qualification teaching experience, OR
- a formal pre-service qualification (CertTESOL or equivalent) and at least three years' post-qualification experience in TESOL.

All observations must be live, i.e. not a video recording(s). Up to five hours of the observations may be of peers on the course, if these candidates comply with the specifications in point b) above, and are happy to be observed teaching at times when they will be undergoing their own internal assessment by course tutors.

The report on the use of the Observation Instruments is based on a minimum of six hours of the ten hours of observations.

The candidate devises an observation instrument that must be revised at least twice from its original version on the basis of experience of observations. The candidate therefore submits a minimum of three instruments in the assignment (the original instrument and at least two revisions of the instrument).

The instrument and its revised versions must relate to one theme, e.g. error correction. The assignment shows, therefore, the development of the instrument and how this affected the results of the observations, and the candidate's evaluation of the results.

The candidate must title the assignment clearly. A rationale must be included at the beginning of the assignment. The actual observation instruments used must be included in the main part of the assignment, and not be included with the appendices.

The overall word count for Section 1, excluding appendices, is 2,700–3,300 words. The word count must be clearly stated at the beginning of the assignment. 5% of marks will be deducted if the word count does not comply with the above.

Criteria	Weighting	Fail	Pass	Distinction
A clear rationale, a statement of the initial instrument	20%	0-19	20-31	32-40
Rationale for the revision process leading to at least two additional instruments within the same initial theme	25%	0-24	25-39	40-50
Evaluation of the effectiveness of the final instrument, and the results produced with it	40%	0-39	40-63	64-80
Presentation: organisation into a coherent piece of academic writing style, standard of written English and mechanical accuracy	15%	0-14	15-23	24-30
Combined Raw Total (CRT)	/180			
Final Mark (100%)	CRT/6 = /30			

Section 2: Developmental Record

Candidates must teach 15 hours (900 minutes) altogether during the course, and this assignment is based on a minimum of ten hours (600 minutes) of these taught classes.

Candidates may base their assignment on all 15 hours if they wish. Course providers must ensure that the lessons are verified and a pro forma is provided for this purpose. These classes do not count in any way towards the internal assessment of Unit 4. Each class must normally consist of a minimum of six learners.

The candidates decide which area of their teaching they wish to develop and this should be one which they feel will benefit their own teaching, e.g. 'motivation in writing skills'. Candidates should then set themselves between one and three objectives, relating to the one overall area

selected and these must be clearly described in the rationale. There should be an identifiable development over the lessons taught within the teaching area selected by the candidate.

The developmental record may be applied to one or more class types (e.g. general English, examination preparation, English for specific purposes, young learners).

The record demonstrates a reflective and evaluative approach to self-development, and its continuation in the future. The developmental record must relate to teaching undertaken within the duration of the course.

The candidate must title the assignment clearly. A rationale must be included at the beginning of the assignment, and the evaluation is best completed lesson by lesson, and should include an overall evaluative summary at the end.

The overall word count, excluding appendices, is 2,700–3,300 words. The word count must be clearly stated at the beginning of the assignment, and it is the responsibility of the internal assessor to check the word count. They will deduct 5% of marks if the word count does not comply with the above.

All 15 hours must be taught before the assignment is submitted for internal assessment, even if the submission is based on a minimum of ten of the 15 hours.

This assignment is assessed to criteria set by Trinity (see below). Please note that the criteria relate specifically to Section 2 and are different from those in Section 1. These will focus on:

- The rationale for the objectives
- The reflection on the developmental process
- Evaluation, conclusions drawn and implications for future practice
- Presentation and organisation of the assignment.

Marking criteria for Section 2: Developmental Record

Criteria	Weighting	Fail	Pass	Distinction
1. A clear rationale, a statement of objectives.	20%	0-19	20-31	32-40
2. Quality and relevance of reflection on the developmental process.	25%	0-24	25-39	40-50
3. Evaluation and conclusions drawn and implications for future practice.	40%	0-39	40-63	64-80
4. Presentation: organisation into a coherent piece of academic writing style, standard of written English and mechanical accuracy.	15%	0-14	15-23	24-30
Combined Raw Total (CRT)	/200			
Final Mark (100%)	CRT/2 = /100			

Section 3: Independent Research Project

The rationale for Section 3, the independent research project, is to allow the candidate to submit a piece of work which is based on research in an area of particular interest to the candidate personally.

The areas selected by candidates will vary widely, but should be directly related to the field of TESOL, and to the candidate's understanding of issues relating to learning, teaching, training or management before or during the course, and in future practice.

Candidates must consult their tutors to discuss and agree their chosen area of research. They may receive guidance, alternative ideas or new challenges, if the tutor feels that any one, or a combination of these, might enhance the candidates' understanding of their own development and that of their future students and peers.

Areas of research may include the following (examples only):

- Syllabus design for a specific level of learner/type of course
- Materials development for a specialist group
- A scheme for mentoring initially trained teachers
- A peer observation scheme for qualified teachers.

The assignment should have a particular and well-defined focus that can be meaningfully researched and written up within the constraints of time and word count.

Procedure

The candidates should:

- Reflect on areas of possible research of relevance to their work that is of interest to them personally
- Decide, following consultation with tutors, how best to collect the necessary data
- Select the most appropriate area of research
- Devise a simple research plan that will include some or all of the following:
 - Gathering classroom-based data
 - Reading relevant literature (published and unpublished)
 - Designing a questionnaire for data collection
 - Making use of other sources of information and data as appropriate
 - Carrying out the research
 - Writing up conclusions as appropriate
 - Evaluating the planning and carrying out of the research against the initial aims.

The overall word count, and excluding appendices, is 2,700–3,300 words. The word count must be clearly stated at the beginning of the assignment. 5% of marks will be deducted if the word count does not comply with the above.

This assignment will be assessed to criteria set by Trinity (see below). Please note that the criteria relate specifically to Section 3, and are different from Sections 1 and 2. These will focus on:

- The rationale for the research focus
- The quality and relevance of data collected
- Evaluation, conclusions drawn and implications for future development
- Presentation and organisation of the assignment.

The main weighting will be on criterion 3.

Marking criteria for Section 3: Independent Research Project

Criteria	Weighting	Fail	Pass	Distinction
1. A clear rationale, a statement of the research focus	20%	0-19	20-31	32-40
2. Quality and relevance of data collected.	25%	0-24	25-39	40-50
3. Evaluation and conclusions drawn and implications for future practice.	40%	0-39	40-63	64-80
4. Presentation: organisation into a coherent piece of academic writing style, standard of written English and mechanical accuracy.	15%	0-14	15-23	24-30
Combined Raw Total (CRT)		/200		
Final Mark (100%)		CRT/2 = /100		

Marking

Final mark for Unit 2:

- The total number of marks for all three assignments is divided by three to produce a final mark out of
- 100 for Unit 2.
- A pass is awarded if each individual section is passed and the overall mark is 50–79%.
- A distinction is awarded if the overall mark is 80% or more.

Unit 3: The Interview – Phonological Theory in Classroom Practice

The interview is externally assessed, and lasts for 30 minutes. It is marked out of 100 and has three sections, as described below. The main aim of the interview is to give the candidate the opportunity to describe, illustrate and evaluate their understanding and application of phonological theory in the classroom during the course. There is an integration of theory and practice throughout the interview.

Section 1: Talk by candidate (five minutes) and discussion with examiner on the talk (five minutes) (total ten minutes)

The title of the talk to be given by the candidate must be confirmed in writing to the Diploma TESOL Coordinator two weeks before the examining session. Presentation materials are to be retained by the candidate.

Section 2: Phonemic transcription (five minutes)

The candidate must have been briefed by the course provider as to the expectations of the transcription, time limit and instructions for the exercise. Candidates need to:

- Transcribe connected speech as heard
- Mark tonic syllables to show prominence in sentence stress
- Mark the intonation patterns as heard.

The examiner will produce a live, on-the-spot utterance of approximately 14–16 words of at least two phrases/sentences, each of which can be repeated when necessary in isolation. The utterance provided by the examiner should not be used twice at the same examining centre. The examiner should have available a collection of utterances, each containing at least three aspects of connected speech, including, e.g. assimilation, elision, linking, vowel reduction. There must be an emotive element in the utterance, to convey, e.g. shock, irritation, surprise. This is helpful to the candidate when they mark the intonation patterns.

This is a phonemic transcription using the symbols from the International Phonetic Alphabet (IPA) that represent the sounds of British Standard English.

The utterance may not be recorded and the examiner must be careful to reproduce the utterance in the same way each time. Below is an example of an appropriate utterance in content and length to which examiners would add their own intonation and stress patterns.

'Would you like to come round tomorrow? Yes? Good! Charlie wants to meet you too.'

Candidates should not write the utterance down before transcribing. The reason for this is that it encourages the candidate to focus on the written rather than the spoken form of the utterance.

Examiners may refer to the transcription where relevant during the remainder of the interview, but this is optional. However it is recommended as it provides a sense of continuity to the interview.

Section 3: Discussion on theory and practice of phonology (15 minutes)

A discussion, integrating theory and practice, lasting 15 minutes will conclude the interview. The examiner cannot be expected to cover all the points below, and each will select points for discussion as they think appropriate to the interview in hand. Topic areas which can be covered are as follows:

Phonology

- Comparative and contrasting features of the first language of students that the candidate has recently taught
- Main features of English phonology to be considered when teaching speaking skills and listening skills
- Awareness of differences between spoken and written discourse
- Understanding and use of relevant phonetic symbols as taken from the IPA
- Awareness and use of weak forms
- Production of the English sounds, explaining how sounds differ in their articulation
- Understanding how adjacent sounds affect the way it is pronounced
- Sentence stress and intonation
- Syllable and word stress (word, syllable, sentence)
- Meaning as conveyed by stress
- Use of intonation in question forms and statements
- Use of intonation to communicate tone and intention
- Use of intonation in longer spoken discourse.

Aspects of teaching

- Identification of strategies and techniques to improve learners' ability to identify the sounds of English correctly
- Identification of sub-skills in listening to English, and strategies and techniques which could be used in developing these sub-skills in learners
- Exploitation of authentic spoken discourse in the development of listening competence
- Identification of strategies and techniques to develop the correct use by learners of the phonological features of English, including those which present particular problems to specified groups of learners
- Identification of sub-skills in speaking and listening, and suggesting ways in which these sub-skills could be taught and practised
- Integration of phonology with other aspects of language teaching and learning, e.g. grammar, lexis, skills development, etc.

The Criteria

All three sections have five criteria with equal weighting. A breakdown of each criterion follows, and the suggestions for each criterion within each section are for guidance. Alternative points within each section may arise with each individual examiner and candidate, and the professional judgement of every examiner will stand. Each of the three sections has five different criteria but each of the five has equal weighting for each section.

Section 1: Criteria

- Accuracy — is the information given by the candidate accurate?
- Completeness — does the candidate finish the presentation?
- Organisation — is the content of the talk clear and presented in an organised way?
- Relevance to classroom experience — is the content based on classroom experience? If not, is the content potentially relevant/appropriate for class use? This would be covered in the discussion on the talk.
- Communicative skills — during the talk and the discussion of the talk — this refers to self-expression, clear and intelligible spoken English.

Section 2: Criteria

- Accuracy — segmental features.
- Accuracy — suprasegmental — connected speech: has the candidate correctly indicated, e.g. elision, weak forms, assimilation, as spoken by the examiner?
- Accuracy — suprasegmental — intonation and stress patterns: has the candidate appropriately marked intonation and stress patterns?
- Completeness — did the candidate complete the task in the time given?
- Presentation — e.g. is the written transcription legible and clear?

Section 3: Criteria

- *Accuracy (theory)* — e.g. can the candidate give correct definitions, as selected by the examiner, and account for their choice of phonemic script if this is referred to?
- *Characteristics of spoken English* (this can, but need not necessarily, directly relate to the phonemic transcription in Section 2) — can the candidate hold a discussion on accents, varieties of English, functions of intonation, word/sentence stress, etc?
- *Aspects of teaching* (this criterion covers class implementation of the theory discussed) — can the candidate discuss, e.g. what remedial tasks they have implemented and why? Or how important listening skills are in the teaching of pronunciation? Or how strategies and techniques are identified to aid the learners' development in specific areas?
- *General professional development* — can the candidate specify how the Diploma course has helped their professional development in the teaching of phonology or how phonology might be integrated with the teaching of grammar and skills work? Can the candidate discuss a specific nationality taught by them, the problems faced, and how this experience has enhanced their awareness generally in understanding their learners?
- *Coherence* — can the candidate discuss, e.g. with clarity, evaluate effectively, offer suggestions and alternative strategies, speak clearly and appropriately for a teacher of English?

Unit 4: Teaching Practice: Learner Analysis, Preparation, Delivery and Self-Evaluation in Teaching

Total marks: 100 (Pass: 50%, Distinction: 80%)

Overview of Unit 4

Component	Weighting
Internally assessed lessons x 4	40%
Externally assessed lessons x 1	40%
Internally assessed and externally moderated teaching journal	20%
Total	100%

In order to pass Unit 4, the candidate must pass the internally assessed teaching component, the accompanying teaching journal and the externally assessed lesson.

Internal & External Assessment

Assessment of teaching practice is based on four observed and assessed lessons, each lasting 60 minutes.

The internally assessed lessons are marked against the same criteria as the external lesson, and internally assessing tutors should note the procedures for the externally assessed lesson in section 3 which follow.

- Each lesson is marked out of 40, and the final mark will be the average of the four taught lessons.
- The candidate does not need to pass each individual lesson, but must attain 50% of the aggregate mark for the four lessons.
- The lessons must be assessed using the Trinity criteria as set out below, and each assessed lesson must be no less than one hour (60 minutes' teaching).

The Teaching Journal

- The teaching journal is internally assessed, externally moderated.
- It carries 20% of the overall weighting for Unit 4.

The teaching journal must be passed in order for Unit 4 to be passed, i.e. receive a minimum of ten marks.

More information on procedures will be given in the teaching practice module

Appendix 1: Syllabus

Module Name	Syllabus
Classroom Practice	<p><i>Aspects of classroom practice, including:</i></p> <ul style="list-style-type: none"> • Lesson planning • Individual learner and class profiles • Aspects of classroom planning related to the recognition of the value of procedural variety in language • Teaching (e.g. skills-focused, use of games, songs, etc.) • Classroom management • Teaching techniques for analysing and developing communicative skills of learners of ESOL • Teaching techniques for analysing and developing language learners' needs, learning styles and strategies • Ability to build on learners' developing competence with appropriate attention to their strengths and weaknesses • Teaching techniques for analysing and developing error and achievement • Use of materials and aids • Selection and exploitation of appropriate reference materials to inform classroom practice • An understanding of the main methods, materials and forms of assessment appropriate to young learners from Primary level upwards. <p><i>Uses of resources and technology:</i></p> <ul style="list-style-type: none"> • Including audiovisual, computer-assisted language learning and information and communication technology.
Language Awareness	<p>Understanding of the following systems and language-related issues as commonly taught in beginner to advanced syllabuses should be developed:</p> <ul style="list-style-type: none"> • The morphology of English and its lexical organisation (including word classes, word formation, collocational relationships) • The syntax of English (including sentence structure) • The discourse of English (including the patterns of discourse and text structure, grammar of language in use) • Rhetorical and cultural conventions of English (including register, genre) • The semantics of English, including a consideration of the relationship between form and function • The grammar of English (e.g. tense, modality) • The pragmatics of English.
Phonology Practice	<p><i>The phonology of English:</i></p>

	<ul style="list-style-type: none"> • Theoretical issues and their relevance to practical implementation • The sounds of English and how they are produced, with an emphasis on rhythm, stress and intonation, and their contribution to meaning • Phonemic transcription; use of the subset of IPA symbols relevant to the description of any standard variety of English • Teaching materials for aspects of phonology • Teaching techniques for phonological development • English as an international language • Integration of phonology with other course components.
Second Language Acquisition	<p><i>Psycholinguistics:</i></p> <ul style="list-style-type: none"> • The interface between language learning and psychology • Issues relating to motivation • Issues relating to second language acquisition theories.
English Language Teaching	<p><i>Aspects of the historical development of TESOL approaches and methodologies:</i></p> <ul style="list-style-type: none"> • Understanding of current principles and practices of language learning and teaching, and an ability to demonstrate these in the classroom should be developed. • Understanding of those currently in use and an evaluation of their suitability for particular groups of learners • Aspects of the historical development of language learning theory applied to TESOL.
English as a Global Language	<p><i>The role of cultural context:</i></p> <ul style="list-style-type: none"> • At community, national and international level • The ways in which experience, conventions and assumptions influence the attitudes and behaviour of learners, teachers and trainers • Learning and teaching in multicultural contexts • Issues related to monolingualism, bilingualism and multilingualism. <p><i>Sociolinguistics:</i></p> <ul style="list-style-type: none"> • Issues relating to the social and cultural appropriacy of language • Issues relating to dialect and accent • Issues relating to language and gender. <p><i>English as a global language:</i></p> <ul style="list-style-type: none"> • Relevance of British Standard English and other standard and regional varieties of English: the variable status and changing roles of varieties of English to classroom teaching • An awareness and understanding of the changing roles and status of English in different regions of the world.
Syllabus Design	<p><i>Course design including:</i></p>

	<ul style="list-style-type: none"> • Relating appropriately to short- and/or long-term objectives (including the principled planning of a coherent series of lessons, e.g. examination orientated classes, classes in English for Specific Purposes, short courses, mixed attainment groups, etc.) • Syllabus and programme design as appropriate in the field of TESOL. <p><i>Teaching materials:</i></p> <ul style="list-style-type: none"> • Ability to select, use, adapt, evaluate and develop language teaching materials.
Language Assessment	<p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Ability to assess and test learners' knowledge of and skills in English on the basis of current assessment and testing theory and materials • Basic principles of testing and assessment of learners' proficiency at varying points in their development • Ability to assess the effectiveness of the lesson aims • Ability to assess the communication skills of learners of ESOL • Language assessment procedures (including those for mixed level groups, monolingual and multicultural classes, and individuals).
Professional Development	<p>A demonstrated knowledge of the principles and procedures facilitating personal and professional development, including:</p> <ul style="list-style-type: none"> • Reflection and self-monitoring with a view to personal development in the areas of classroom practice and management • Familiarity with published and, where available, online reference and other professional materials which may foster personal and professional development • Basic principles of mentoring and providing constructive support to less experienced teachers in the classroom • Basic and appropriate research methodology for classroom-based research • Basic principles of teacher education applied to TESOL (e.g. different models of teacher education such as apprenticeship model, reflective practitioner model) • Aspects of educational and general management relevant to the development of good professional relationships in the workplace • Aspects of teacher training in terms of delivering programmes at initial level of training.

Appendix 2: Unit 2 Proforma – Verification for the Portfolio Lesson Observations (Part 1)



Verification pro forma for the Coursework Portfolio Lesson Observations

Candidate:

Course Director:

Organisation:

Course dates:

Lesson	Organisation	Class identification	Time observed	Date observed	No. of students	Signature of verifying teacher
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Comment as necessary

Appendix 3: Unit 2 Proforma – Verification for the Portfolio Unobserved TP (Part 2)



Verification pro forma for the unobserved teaching practice

Candidate:

Course Director:

Organisation:

Course dates:

Lesson	Organisation	Class identification	Time observed	Date observed	No. of students	Signature of verifying teacher
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Comment as necessary

Appendix 4: Unit 4 Proforma – Teaching Assessment Proforma

Candidate _____ Centre _____

Assessor _____ Date _____ Signature _____

1. Lesson Planning

Weighting	Fail	Pass	Distinction
20%	0-9	10-15	16-20
Mark >>>			

Criterion	F	P	D	Assessor's / Examiner's comments
LP1: Learning objectives are clear, achievable and appropriate and include an integrated phonological point				
LP2: Tasks and activities match lesson objectives and learner profiles				
LP3: Class and learner profiles are focused and relevant				
LP4: Potential learner and teacher difficulties are appropriately anticipated; plan shows in-built flexibility, differentiation and awareness of class/individual needs				
LP5: Rationale and place in scheme of work are provided				
LP6: Appropriate lesson staging, timings and interaction patterns are indicated, forming a coherent and varied whole				
LP7: demonstrates good understanding of the language / skills to be presented and has included a thorough analysis				
LP8: Plan clearly indicates when and how assessment of learning objectives will take place.				
LP9: Documentation is well-organised and complete, presented in accurate and appropriate written English throughout				
LP10: Pre-lesson discussion with teacher demonstrates understanding of lesson aims and materials and wider teaching context and clarifies plan, where necessary				

Candidate _____ Centre _____

Assessor _____ Date _____ Signature _____

2. Lesson Delivery

Weighting	Fail	Pass	Distinction
60%	0-29	30-47	48-60
Mark >>>			

Criterion	F	P	D	Assessor's / Examiner's comments
LD1: Teacher creates environment conducive to learning and maintains levels of motivation and interest				
LD2: Genuine and meaningful communication between learners takes place				
LD3: Teacher communicates efficiently and effectively with group and with individuals, using clear and accurate spoken and written English				
LD4: Teacher uses voice and body language in order to establish and maintain appropriate professional presence				
LD5: Teacher succeeds in implementing tasks and activities through clear instructions				
LD6: There is appropriate balance of teacher and learner language and activities, in line with lesson objectives				
LD7: Both group and individual needs are addressed, including differentiation of tasks or outcomes				
LD8: Pace, timing and transitions between stages are appropriate to achievement of lesson objectives				
LD9: Learner-centred teaching strategies are employed, such as personalisation of topic and language				
LD10: There is appropriate variety of tasks, activities, focus and roles				

Candidate _____ Centre _____

Assessor _____ Date _____ Signature _____

2. Lesson Delivery (cont.)

Weighting	Fail	Pass	Distinction
60%	0-29	30-47	48-60
Mark >>>			

Criterion	F	P	D	Assessor's / Examiner's comments
LD11: The teacher focuses on the use of language in context.				
LD12: There is clear evidence of language / skills development taking place				
LD13: Opportunities are given to learners to develop phonological sub-skills for listening and/or speaking				
LD14: Meaning and concept are conveyed and checked effectively				
LD15: There is sufficient and effective error correction, including feedback on errors				
LD16: There is sufficient and effective monitoring of learners' performance in tasks and activities				
LD17: The teacher demonstrates an ability to adapt the written lesson plan, as necessary				
LD18: Integration of skills is demonstrated				
LD19: Lesson aids and materials are effectively exploited in order to meet stated lesson objectives				
LD20: Learners are encouraged to evaluate, review and reflect on their learning				

Candidate _____ Centre _____

Assessor _____ Date _____ Signature _____

3. Lesson Evaluation

Weighting	Fail	Pass	Distinction
20%	0-9	10-15	16-20
Mark >>>			

Criteria	F	P	D	Assessor's / Examiner's comments
LE1: Discussion of achievement of learning objectives				
LE2: Evaluation of effectiveness of phonological components of lesson				
LE3: Justification for any changes to written plan in implementation of lesson				
LE4: Evaluation of appropriacy and effectiveness of tasks, activities, aids and materials				
LE5: Discussion and awareness of motivation, learning styles and learner strategies				
LE6: Discussion and awareness of cultural and L1 factors and class dynamics				
LE7: Discussion and understanding of balance of group/individual needs, including differentiation of tasks and outcomes				
LE8: Discussion and awareness of potential alternative methods, approaches, techniques and strategies				
LE9: Discussion and awareness of how the lesson relates to the teacher's general beliefs				
LE10: Evaluation of teacher's own development over lessons taught so far				

Mark and grade			Summary comments on sections 1 - 3		
1. Lesson Planning		/20			
2. Lesson Delivery		/60			
3. Lesson Evaluation		/20			
Combined Raw Totals		/100			
Final mark: (= CRT x 4) ÷ 10		/40			
Does Lesson Delivery pass?	Yes	No			
Overall grade, sections 1 - 3			Fail (0 – 19)	Pass (20 – 31)	Distinction (32 – 40)

Appendix 3: Extended Reading List

To be used in addition to the essential reading list

Approaches to language learning and teaching

- Richards, J. & Rogers, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge: CUP.
- Lightbown, P. M. & Spada, N. (1999). *How Languages Are Learned*. Oxford: OUP.
- Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford: OUP.
- Ur, P. (1996). *A Course in Language Teaching Practice*. Cambridge: CUP.
- Willis, D. (2003). *Rules, Patterns and Words*. Cambridge: CUP.
- Brown, S. & Larson–Hall, J. (eds.). (2012). *Second Language Acquisition Myths: Applying Second language Research to Classroom Teaching*. Michigan: University of Michigan.
- Carter, R. and Nunan, D. (2001). *The Cambridge Guide to Teaching English as a Second or Other Language*. Cambridge University Press: CUP.
- Dornyei, Z. (2001) *Motivational Strategies in the Language Classroom*. Cambridge: CUP.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: OUP.
- Ellis, R. and Barkhuizen, G. (2004). *Analysing Learner Language*. Oxford: OUP.
- Harmer, J. (2007). *How to Teach English*. London: Longman.
- Hoey, M. (2001). *Textual Interaction*. London: Routledge.
- Hughes, J. (2014). *ETpedia*. Hove: Pavilion.
- Larsen-Freeman D & Anderson M. (2011). *Techniques and Principles in Language Teaching*. Oxford: OUP.
- Lewis, M. (1997). *Implementing the Lexical Approach*. Hove: LTP.
- McDonough, J. & Shaw, C. (2003). *Materials and Methods in ELT*. Oxford: Blackwell.
- Mitchell, R. & Myles, F. (2004). *Second Language Learning Theories*. London: Arnold.
- Nunan, D. (1998). *The Learner-Centred Curriculum*. Cambridge: CUP.
- Richards, J. C. (1996). *Beyond Training*. Cambridge: CUP.
- Scharle, A. and Szabo, A. (2000). *Learner Autonomy*. Cambridge: CUP.
- Skehan, P. (1989). *Individual Differences in Second Language Learning*. London: Arnold.
- Thornbury, S. (1997). *About Language*. Cambridge: CUP.
- Thornbury, S. (2005). *Uncovering Grammar*. London: Macmillan.
- White, L. (2003). *Second Language Acquisition and Universal Grammar*. Cambridge: CUP.
- Widdowson, H.G. (1990). *Aspects of Language Teaching*. Oxford: OUP.
- Wilkins, D. (1976). *Notional Syllabuses*. Oxford: OUP.

General pedagogy

- Coffield, F., Moseley, D., Hall, E., & Ecclestone, K. (2004). Should we be using learning styles?: What research has to say to practice. London: Learning and Skills Research Centre.
- Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Abingdon: Routledge.
- Petty, G. (2009). Evidence-Based Teaching A Practical Approach. Oxford: OUP.
- Pritchard, A. (2013). Ways of learning: Learning theories and learning styles in the classroom. Abingdon: Routledge.
- Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What makes great teaching? Review of the underpinning research [online]. Available at <http://www.suttontrust.com/researcharchive/great-teaching/>. Accessed on 15/01/16.
- Coffield, F. (2008). Just suppose teaching and learning became the first priority... London: Learning and Skills Network.
- Freire, P. (1970). The Pedagogy of the Oppressed. London: Continuum.
- Hattie, J. (2003). Teachers make a difference: what is the research evidence?. Melbourne: Australian Council for Educational Research.
- Reece, I., & Walker, S. (2000). Teaching, training and learning: A practical guide. C. Walker-Gleaves (Ed.). Business Education.
- Schön, D. A. (2004). The Reflective Practitioner: how professionals think in action. Aldershot: Arena.
- Sotto, E. (2007). When teaching becomes learning: A theory and practice of teaching. London: Continuum.
- Tummons, J. (2011). Assessing Learning in the Lifelong Learning Sector. Exeter: Learning Matters.
- Tusting, K., & Barton, D. (2006). Models of adult learning: a literature review. London: Learning and Skills Research Centre.

Listening

- Cauldwell, R. (2013). Phonology for Listening. Birmingham: Speechinaction.
- Field, J. (2008). Listening in the Language Classroom. Cambridge: CUP
- Richards, J.C. (1990). The Language Teaching Matrix Cambridge: CUP
- White, G. (1998). Listening. Oxford: OUP Anderson, A. & Lynch, T. (1988). Listening. Oxford: OUP
- Brown, G. & Yule, G. (1983). Teaching the Spoken Language. Cambridge: CUP.
- Field, J. (2000). Finding one's way in the fog: listening strategies and second-language Learners. MET. 9/1.
- Field, J. (1998) 'Skills and Strategies: towards a new methodology for listening'. ELTJ. 52/2.
- Goh, C. (1997). 'Metacognitive awareness and second language listeners'. ELTJ. 51/4.
- Harmer, J. (2007). The Practice of English Language Teaching. Harlow: Longman.
- Richards, J. C. (1985). The Context of Language Teaching. Cambridge: CUP.
- Ridgway, T. (2000). 'Listening Strategies – I beg your pardon?' ELTJ. 54/2.

- Rost, M. (2013). Teaching and researching: Listening. Abingdon: Routledge.
- Ur, P. (1984). Teaching Listening Comprehension. Cambridge: CUP.
- Wilson, J. (2008). How to Teach Listening. Harlow: Pearson Longman.

Speaking

- Cook, G. (1989). Discourse. Oxford: OUP.
- McCarthy, M. (1991). Discourse Analysis for Language Teachers. Cambridge: CUP.
- Nolasco, R. & Arthur, L. (1987). Conversation. Oxford: OUP.
- Brown G. & Yule, G. (1983). Teaching the Spoken Language. Cambridge: CUP.
- Bygate, M. (1987). Speaking. Oxford: OUP.
- Carter, R. & McCarthy, M. (1997). Exploring Spoken English. Cambridge: CUP.
- Dörnyei, Z. & Thurrell, S. 1992 Conversation and Dialogues in Action. Hemel Hempstead: Prentice Hall.
- Dörnyei, Z. & Thurrell, S. (1994) 'Teaching conversational skills intensively: course content and rationale' [online]. Available at <<http://www.zoltandornyei.co.uk/uploads/1994-dornyei-thurrell-eltj.pdf>>. Accessed 10 th January 2016.
- Halliday, M. & Hasan, R. (1990). Cohesion in English. London: Longman.
- Lynch, T. and Anderson, K. (1992) Study Speaking. Cambridge: CUP .
- Thornbury, S. (2005). How to Teach Speaking. Pearson Longman.
- Thornbury, S. (2005). Beyond the Sentence. Macmillan.
- Thornbury, S. & Slade, D. (2006). Conversation: from Description to Pedagogy. Cambridge: CUP.

Reading

- Nuttall, C. (2005). Teaching Reading Skills in a Foreign Language. London: Macmillan Heinemann.
- Silberstein, S. (1994). Techniques and Resources in Teaching Reading. Oxford: OUP.
- Wallace, C. (1992). Reading. Oxford: OUP.
- Banford, J & Day, R. (2004). Extensive Reading Activities for teaching Language. Cambridge:CUP.
- Cook, G. (1989). Discourse. Oxford: OUP.
- Grellet, F. (1981). Developing Reading Skills. Cambridge: CUP.
- Grundy, P. (1993). Newspapers. Oxford: OUP.
- Hedge, T. (1988). Writing. Oxford: OUP.
- Hedge, T. (2001). Teaching and Learning in the Language Classroom. Oxford: OUP.
- Thornbury, S. (2005). Beyond the Sentence. London: MacMillan.

Writing

- Hedge, T. (2005). Writing. Oxford: OUP.
- Raimes, A. (1983). Techniques in Teaching Writing. Oxford: OUP.
- Tribble, C. (1996). Writing. Oxford: OUP.

- White, R. & Arndt, V. (1991). *Process Writing*. London: Longman.
- Harmer, J. (2004). *How to Teach Writing*. Harlow: Pearson.
- Hyland, K. (2004). *Second Language Writing*. Cambridge: CUP.
- Grundy, P. (1999). *Beginning to Write*. Cambridge: CUP.
- Kay, H. & Dudley-Evans, T. (1998). 'Genre: what teachers think'. *ELTJ*. 52/4.
- McGarrell, H. & Verbeem, J. (2007). *Motivating Revision of Drafts through Formative Feedback*. *ELTJ*. 61/3.
- Sassoon, R. (1995). *The Acquisition of a Second Writing System*. Oxford: Intellect.
- Swales, J. (1990). *Genre Analysis*. Cambridge: CUP.

Discourse

- Cook, G. (1989). *Discourse*. Oxford: OUP.
- McCarthy, M. (1991). *Discourse Analysis for Language Teachers*. Cambridge: CUP.
- Thornbury, S. (2005). *Beyond the Sentence*. Oxford: Macmillan ELT.
- Biber, D., Johansson, S., Leech, G., Conrad, S., & Finnegan, E. (1999). *Longman Grammar of Spoken and Written English*. Harlow: Pearson.
- Cameron, D. (2001). *Working with Spoken Discourse*. London: Sage Publications.
- Celce-Murcia, M. and Olsht, E. (2001). *Discourse and Context in Language Teaching*. Cambridge: CUP.
- Cook, G. (1995). *Discourse and Literature*. Oxford: OUP.
- Coulthard, M. (1992). *Advances in Spoken Discourse Analysis* London: Routledge.
- McCarthy, M. and Carter, R. (1993) *Language as Discourse*. London: Longman.
- Mey, J. (2001). *Pragmatics*. Oxford: Blackwell.
- O'Keefe, A. McCarthy, M. Carter, D. (2007). *From Corpus to Classroom*. Cambridge: CUP.
- Parrot, M. (1993). *Tasks For Language Teachers* Cambridge: CUP.
- Philpot, S. & Curnick, L. (2007). *New Headway Academic Skills*. Oxford: OUP.
- Richards, J.C. (1990). *The Language Teaching Matrix* Cambridge: CUP.
- Scott, M. & Tribble, C. (2006) *Textual Patterns*. Philadelphia: John Benjamin Publishing Company.
- Sinclair, J. (2004). *Trust the text: Language corpus and discourse*. London: Routledge.

Phonology

- Brazil, D. (1997). *The Communicative Value of Intonation in English*. Cambridge: CUP.
- Kelly, G. (2000). *How to Teach Pronunciation*. London: Longman.
- Swan, M. & Smith, B. (eds). (2001). *Learner English*. Cambridge: CUP.
- Underhill A. (1994), *Sound Foundations*. London: Heinemann.
- Baker, A. (1996). *Introducing English Pronunciation (A Teachers' Guide to Tree or Three and Ship or Sheep)*. Cambridge: CUP.
- Dalton, C. and Seidlhofer, B. (1994). *Pronunciation*. Oxford: OUP.
- Jenkins, J. (1998). 'Which pronunciation norms and models for English as an International Language?' *ELTJ*. 52/2.

- Jenkins, J. (2007). *English as Lingua Franca: Attitude and Identity*. Oxford: OUP.
- Marks, J., & Bowen, T. (2012). *The book of pronunciation: proposals for a practical pedagogy*. Surrey: Delta Publishing.
- Roach, P. (2001). *English Phonetics and Phonology*. Oxford: OUP.
- Rogerson-Revell, P. (2011). *English phonology and pronunciation teaching*. Bloomsbury Publishing.
- Walker, R. (2010). *Teaching the Pronunciation of English as a Lingua Franca*. Oxford: OUP.
- Hancock, M. (1995). *Pronunciation Games*. Cambridge: CUP.
- Hancock, M. (2003). *English Pronunciation in Use*. Cambridge: CUP.

Lexis

- Lewis, M. (1997). *Implementing the Lexical Approach*. Hove: LTP.
- McCarthy, M. (1990). *Vocabulary*. Oxford: OUP.
- Thornbury, S. (1997). *About Language*. Cambridge: CUP.
- Thornbury, S. (2002). *How to Teach Vocabulary*. London: Longman.
- Carter, R. & McCarthy, M. (1988). *Vocabulary & Language Teaching*. London: Longman.
- Hanks, P. (2013). *Lexical Analysis: Norms and Exploitations*. London: MIT Press.
- Hoey, M. (2005). *Lexical priming: A new theory of words and language*. London: Routledge.
- Lazar, G. January (1996). 'Using Figurative Language to expand students' vocabulary.' *ELTJ*. 50/1.
- Lewis, M. (ed). (2000). *Teaching Collocation: Further Developments in the Lexical Approach*. Hove: LTP.
- Lewis, M. (1993). *The Lexical Approach*. Hove: LTP.
- O'Keefe, A., McCarthy, M. & Carter R. (2007). *From Corpus to Classroom – language use and language teaching*. Cambridge: CUP.
- Schmitt, N., & McCarthy, M. (Eds.). (1997). *Vocabulary: Description, acquisition and pedagogy* (Vol. 2035). Cambridge: CUP.
- Schmitt, N. & Schmitt, D. (1995). 'Vocabulary Notebooks: theoretical underpinnings and practical suggestions'. *ELTJ*. 49/2.
- Thornbury, S. (1998). 'The Lexical Approach: A Journey without Maps?' *MET*. 7/4.

Grammar

- Parrott, M. (2000). *Grammar for English Language Teachers*. Cambridge: CUP.
- Swan, M. (1995). *Practical English Usage*. Oxford: OUP.
- Thornbury, S. (1997). *About Language*. Cambridge: CUP.
- Willis, D. (2003). *Rules, Patterns and Words: Grammar and Lexis in English Language Teaching*. Cambridge: CUP.
- Yule, G. (1998). *Explaining English Grammar*. Oxford: OUP.

- Afshar, H. S. & Bagherish, M. (2014). 'An Evaluation of Grammar and Vocabulary Consciousness-Raising Activities in Current ELT Materials'. *Procedia - Social and Behavioral Sciences*. 136/1.
- Batstone, R. (1994). *Grammar*. Oxford: OUP.
- Carter, R., Hughes, R. and McCarthy, M. (2000). *Exploring Grammar in Context*. Cambridge: CUP.
- Hewings, M. (1999). *Advanced Grammar in Use*. Cambridge: CUP.
- Leech, G. and Svartvik, J. (2002). *A Communicative Grammar of English* (3rd edition). London: Longman.
- Saleemi, A. P. (1995). 'Key concepts in ELT: universal grammar'. *ELTJ*. 49/2
- Sinclair, J. (2004). *English Usage*. London: Collins Cobuild.

Young Learners

- Donaldson, M. (2006). *Children's Minds*. London: Harper Perennial.
- Maley, A. (ed.) (1990). *Young Learners: Resource Books for Teachers Series*. Oxford: OUP.
- Puchta, H., and Williams, M. (2012). *Teaching Young Learners to Think*. Rum: Helbling Languages.
- Read, C. (2007). *500 Activities for the Primary Classroom*. Oxford: Macmillan Education.
- Bland, J. (2015). *Teaching English to Young Learners: Critical Issues in Language Teaching with 3-12 year olds*. London: Bloomsbury.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: CUP.
- Carless, D. (2002). Implementing task - based learning with young learners. *ELT journal*. 56/4.
- Huang, H. L. (2006). 'The effects of storytelling on EFL young learners' reading comprehension and word recall'. *English Teaching and Learning*. 30/3.
- Lewis, G. (2004). *The Internet and Young Learners*. Oxford: OUP.
- Moon, J. (2005). *Macmillan Books for Teachers – Children Learning English Teaching Development Series*. Oxford: Macmillan Education.
- Palmer, S. (2006). *Toxic Childhood: How modern life is damaging our children... and what we can do about it*. London: Orion.
- Reilly, J. and Reilly, V. (2004). *Writing with Children*. Oxford: OUP.
- Reilly, V. and Ward, S. (1997). *Very Young Learners*. Oxford: OUP.
- Shin, J. K. (2006). 'Ten helpful ideas for teaching English to young learners'. *English Teaching Forum*. 44/2.
- Wright, A. (1997). *Creating Stories with Children*. Oxford: OUP.

Testing & assessment

- Bartram, M. & Walton, R. (1991). *Correction*. London: LTP.
- Burgess, S. and Head, K. (2004). *How to Teach Exams*. London: Longman.
- Hughes, A. (2003). *Testing for Language Teachers*. Cambridge: CUP.
- Ioannou-Georgiou, S. and Pavlou, P. (2004). *Assessing Young Learners*. Oxford: OUP.

- Alderson, J. C. (2001). *Assessing Reading*. Cambridge: CUP.
- Alderson, J., Clapham, C. and Wall, D. (1995). *Language Test Construction and Evaluation*. Cambridge: CUP.
- Allison, D. (1999). *Language Testing and Evaluation*. Singapore: World Scientific Publishing.
- Bachman, L. and Palmer, A. S. (1996). *Language Testing in Practice*. Oxford: OUP.
- Buck, G. (2001). *Assessing Listening*. Cambridge: CUP.
- Ecclestone, K. (2010). *Transforming Formative Assessment in the Lifelong Learning*. Maidenhead: Open University Press.
- Fulcher, G. (2003). *Testing Second Language Speaking*. London: Longman.
- Luoma, S. (2004). *Assessing Speaking*. Cambridge: CUP.
- Purpura, J. (2004). *Assessing Grammar*. Cambridge: CUP.
- Read, J. (2001). *Assessing Vocabulary*. Cambridge: CUP.
- Tummons, J. (2011). *Assessing Learning in the Lifelong Learning Sector Exeter: Learning Matters*.
- Weigle, S. C. (2003). *Assessing Writing*. Cambridge: CUP.
- Weir, C. (1993). *Understanding and Developing Language Tests*. London: Prentice Hall.

Using technology

- Aydin, S. (2007). 'Attitudes of EFL Learners towards the Internet'. *Turkish online journal of distance education*. 6/3.
- Dudeney, G. (2007). *The Internet and the Language Classroom*. Cambridge: CUP.
- Walker, A., & White, G. (2013). *Technology enhanced language learning: Connecting theory and practice*. Oxford: OUP.
- Huang, H. M. (2002). 'Toward constructivism for adult learners in online learning environments'. *British Journal of Educational Technology* 33/1.
- IITer, B. G. (2009). 'Effect of technology on motivation in EFL classrooms'. *Turkish online journal of distance education*. 10/4.
- Kiourtzidis, N. (2015). *Become an Online English Teacher*. Hove: Pavilion.
- Levine, A., Ferenz, O., & Reves, T. (2000). 'EFL academic reading and modern technology: How can we turn our students into independent critical readers'. *TESL-EJ*. 4/4.
- McCombs, B., & Vakili, D. (2005). 'A learner-centered framework for e-learning'. *The Teachers College Record*. 107/8.
- Smith, D. G. & Baber, E. (2013). *Teaching English with Information Technology*. Hove: Pavilion.
- Wichmann, A., Fligelstone, S., McEnery, T. and Knowles, G. (1997). *Teaching and Language Corpora*. London: Longman.

Teacher research & professional development

- BERA. (2011). *Ethical Guidelines for Educational Research* [online]. Available at <<http://tinyurl.com/TESOL-ethics1>>. Accessed on 15/1/2016.

- Richards, J. and Farrell, T. (2005). Professional Development for Language Teachers. Cambridge: CUP.
- Thornbury, S. (2001). The unbearable lightness of ELT. ELT journal. 55/4.
- Bailey, K. (2006). Language Teacher Supervision. Cambridge: CUP.
- Bell, J. (2005). Doing Your Research Project: A Guide for First Time Researchers in Education and Social Science. Maidenhead: Open University Press.
- Calderhead, J. and Gates, P. (eds.) (1993). Conceptualising Reflection in Teacher Development . London: Routledge Falmer.
- Crookes, G. (2003). A Practicum in TESOL: Professional Development Through Teaching Practice. Cambridge: CUP.
- Ellis, R. (1997). SLA Research and Language Teaching. Oxford: OUP.
- Goldacre, B. (2012). 'Building evidence into education.' [Online]. London: DfE.
- Hopkins, D. (2009). A Teacher's Guide to Classroom Research. Milton Keynes: Open University Press.
- Nunan, D. and Lamb, C. (1996). The Self-Directed Teacher. Cambridge: CUP.
- Randall, M. and Thornton, B. (2001). Advising and Supporting Teachers. Cambridge: CUP.
- Richards, J. and Lockhart, C. (1994). Reflective Teaching in Second Language Classrooms. Cambridge: CUP.
- Tavakoli, P. (2015). Connecting research and Practice in TESOL: A Community of Practice Perspective. RELC Journal. 46:1.

Materials & syllabus design

- Nunan, D. (1998). Syllabus Design. Oxford: OUP.
- Nunan, D. (1989). Designing Tasks for the Communicative Classroom. Cambridge: CUP.
- Osborne, P. (2013). Teaching One-to-One. Hove: Pavilion.
- Tomlinson, B. (ed.) (2013). Developing Materials for Language Teaching. London: Bloomsbury.
- Design, C. I. (2007). 'Teacher and student beliefs on constructivist instructional design: A case study'. Educational Sciences: Theory & Practice. 7/1.
- Flowerdew, L. (1998). 'A cultural perspective on group work'. ELT journal. 52/4.
- Malderez, A. and Bodoczky, C. (1999). Mentor Courses. Cambridge: CUP.
- McGrath, I. (2002). Materials Evaluation and Design for Language Teaching. Edinburgh: Edinburgh University Press.
- Nunn, B. (2001). 'Task-based methodology and sociocultural theory'. Language Teacher-Kyoto-JALT. 25/8.
- Pishghadam, R. (2012). 'Life syllabus: A new research agenda in English language teaching'. Perspectives. 19/1.
- Richards, S. L. (2003). 'The interactive syllabus: A resource-based, constructivist approach to learning'. The Technology Source.

- Tudor, I. (1992). 'Learner-centredness in language teaching: finding the right balance'. *System*. 20/1.
- Woodward, T. (2001). *Planning Lessons and Courses*. Cambridge: CUP.

English for specific purposes

- Alexander, O., Argent, S., and Spencer, J. (2008). *EAP Essentials*. Reading: Garnet Education.
- de Chazal, E. (2014). *English for Academic Purposes*. Oxford: OUP.
- Douglas, D. (2000) *Assessing Languages for Specific Purposes*. Cambridge: CUP.
- Dudley-Evans, T. and St. John, M-J. (1998). *Developments in English for Specific Purposes*. Cambridge: CUP.
- Wisniewska, I. (2010) *Learning One-to-One*. Cambridge: CUP.

Management & training

- Anderson, J. (2015). 'Initial teacher training courses and non-native speaker teachers' [online]. Available at <<http://tinyurl.com/Anderson-TESOL1>>. Accessed on 12/1/2016.
- Breen, M. and Littlejohn, A. (eds.) (2000). *Classroom Decision-Making*. Cambridge: CUP.
- Hughes, J. (2015). *A Practical Introduction to Teacher Training in ELT*. Hove: Pavilion.
- Kennedy, C. (1988). 'Evaluation of the Management of Change in ELT Projects'. *Applied Linguistics*. 9/329.
- Lee, I. (2011). 'Feedback revolution: what gets in the Way'. *ELTJ*. 65/1.
- Richards, J. (2001). *Curriculum Development in Language Teaching*. Cambridge: CUP.
- White, R. (1995). *The ELT Curriculum: Design, Innovation and Management*. Oxford: Basil Blackwell.
- White, R., Martin, M., Stimson, M. and Hodge, R. (1991). *Management in English Language Teaching*. Cambridge: CUP.

English as an international language

- Crystal, D. (2012). *English as a Global Language*. Cambridge: CUP.
- Coleman, H. (1997). *Society and the Language Classroom*. Cambridge: CUP.
- Galloway, N. & Rose, H. (2015). *Introducing Global Englishes*. Abingdon: Routledge.
- Mehisto, P., Marsh, D., & Frigols, M. J. (2008). *Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education*. London: Macmillan.
- Burns, A. and Coffin, C. (eds.) (2000). *Analysing English in a Global Context*. London: Routledge.
- Coleman, J. A. (2006). 'English-medium teaching in European higher education'. *Language teaching*. 39/1.
- Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: CUP.
- Crystal, D. (2004). *Cambridge Encyclopaedia of the English Language*. Cambridge: CUP.

- Davies, A. (2003). *The Native Speaker: Myth and Reality*. Clevedon: Multilingual Matters.
- Dornyei, Z. and Murphey, T. (2003). *Group Dynamics in the Language Classroom*. Cambridge: CUP.
- Harding-Esch, E. and Riley, P. (2003). *The Bilingual Family*. Cambridge: CUP.
- Holliday, A. (2005). *The Struggle to Teach English as an International Language*. Oxford: OUP.
- Holmes, J (2008). *An Introduction to Sociolinguistics*. Longman: Harlow.
- Jenkins, J. (2003). *World Englishes*. London: Routledge.
- Sampedro, R. and Hillyard, S. (2004). *Global Issues*. Oxford: OUP.
- Walker, R. (2010). *Teaching the Pronunciation of English as a Lingua Franca*, Oxford: OUP.
- Widdowson, H.G. (2003). *Defining Issues in English Teaching*. Oxford: OUP.

Online video resources/seminars

- British Council seminars: <http://www.teachingenglish.org.uk/events/seminars>
- British Council webinars: <http://www.teachingenglish.org.uk/events/webinars>
- MacMillan videos: <https://www.youtube.com/user/macmillanELT/videos>
- MacMillan webinar archive: <http://www.macmillanenglish.com/Webinars/>
- IATEFL 2015 conference sessions: <http://iatefl.britishcouncil.org/2015/sessions>
- Jack Richards videocasts: <http://tinyurl.com/TESOL-JackRichards>
- Scott Thornbury Youtube channel: <https://www.youtube.com/user/scottthornbury> ELT
- Teacher training unplugged: <http://teachertrainingunplugged.com/>
- Training.com videos: <http://www.elt-training.com/>
- Referencing: https://education.exeter.ac.uk/dll/studyskills/harvard_referencing.htm