TRINITY
COLLEGE LONDON

Certificate in Teaching English to Speakers of Other Languages (CertTESOL)

Syllabus – from January 2016

Contents

Introduction

Background

Trinity's TESOL qualifications are recognised as professionally sound qualifications by major employers worldwide. Trinity pioneered the concept of graded exams in music in 1877 and set its first speech exams in 1918. Trinity is the only exam board in the UK to provide learner assessments and higher vocational qualifications across the full range of the communicative and performing arts.

Aims of a Trinity CertTESOL course

The Trinity CertTESOL is a pre-service teacher training course at Level 5 of the Regulated Qualifications Framework (RQF) designed for those who have little or no experience of Teaching English to Speakers of Other Languages (TESOL). Course participants must have a high level of competence in spoken and written English, whether English is their first, second or additional language. The training equips them with the initial skills and knowledge needed to take up posts as ESOL teachers and gives them a firm foundation for self-evaluation and further professional development.

Objectives of a Trinity CertTESOL course

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

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

Structure of the course

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

Timetabled hours must include:

▶ a minimum of **90 hours of supervised input**
  - group work and tutorials
  - input sessions for any component
  - teaching practice feedback
  - supervised workshop
  - supervised lesson planning
  - initial planning session to prepare interviews for the Learner Profile
  - initial planning session for the Materials Assignment
  - tests/exams
  - moderation (group and individual interviews) (compulsory)

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- a minimum of **10 hours of teaching and observation**
  - a minimum of six hours of observed and assessed teaching practice (compulsory)
  - a minimum of four hours of guided observation of classes given by experienced teachers with English language learners (compulsory) – it is possible to use video to show different teaching situations

- the remaining **30 hours** (ie excluding assessed teaching practice and observation of experienced teachers' English classes)
  - preparation for teaching and completion of the Teaching Practice Portfolio
  - preparation and completion of the Learner Profile
  - preparation and completion of the Unknown Language Journal
  - preparation for the Materials Assignment.

The **70 non-timetabled hours** will include:

- reading, research, assignment writing and lesson preparation.

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

Breakdown of the units for CertTESOL

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

The following sections will provide a breakdown of each of the units of assessment. However, the information provided here is generic to each unit, and specific information about each assessment will vary depending on the course provider.

Unit 1: Teaching Skills

Key course content

All courses must cover the following:

◗ an overview of basic TESOL methodologies in relation to the principal theories of language learning and acquisition, and learner needs

◗ the design of a language learning programme to incorporate a variety of methods

◗ the relationship between methodology and approach; strategies for planning a sequence of lessons to integrate the four skills of reading, writing, speaking and listening; identification of the grammatical, lexical and phonological components of a syllabus on an individual and integrated basis

◗ assessment of learner needs with reference to lesson planning, remedial activity and error analysis

◗ materials selection and analysis, including coursebooks, supplementary and authentic materials including print, visuals, audio, video and ICT

◗ the development of simple materials with specified aims for specific learners

◗ trainee self-evaluation and evaluation by tutors

◗ an overview of the main public exams in ESOL

◗ the main forms of test most useful in assessing students' performance in English.

Demonstrated learning outcomes

In relation to the topics listed above, successful trainees must demonstrate the following learning outcomes in the context of initial training:

1. Understanding of, and ability to put into practice, current TESOL approaches, methodologies and management skills appropriate to lesson aims, and to the learners' background and learning objectives

2. Ability to use materials and teaching aids with technical competence, imagination and awareness of how they meet learning requirements

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

4. Potential to assess their own strengths and weaknesses in order to benefit from further training and assist in the evaluation of their peers

The learning outcomes will be assessed through the demonstration of a range of practical skills as below.

Lesson Planning (LP) – successful trainees must demonstrate the ability to:

◗ prepare appropriate aims/outcomes for a lesson or lessons and means of achieving them

◗ identify the needs of different learners in monolingual/multilingual groups

◗ identify the learning preferences and motivation of learners

◗ understand and adopt different teaching methods and styles for different learner groups and individuals

◗ understand and develop a learner-centred approach in lesson planning

◗ balance the requirements of accuracy and fluency as aims in teaching.

Lesson Execution (LE) – successful trainees must demonstrate the ability to:

◗ manage learners' behaviour to encourage confidence, creativity and co-operation with other learners

◗ balance teacher–learner and learner–learner participation

◗ give clear instructions

◗ deal with errors in an appropriate manner

◗ establish and maintain rapport

◗ organise and manage the classroom, including whole-class activity, pair, group and individual work

◗ use teaching aids (board, projector, audio-visual equipment, online materials) and ICT (eg interactive white board if available) to achieve learning aims

◗ adapt and use print materials effectively in whole or in part

◗ use authentic and self-generated materials as aids to learning

◗ use activities such as information gap, role play, songs, jazz chants and drama to achieve specified learning aims/outcomes.

Post-lesson Reflection (PR) (face-to-face and written) – successful trainees must demonstrate the ability to:

◗ identify the degree to which lesson aims/learning outcomes were achieved or not achieved

◗ identify the perceived reasons for the above

◗ suggest adaptations of methods or materials for a future class/learners

◗ evaluate the effectiveness of materials

◗ assess the overall strengths and weaknesses of the lesson

◗ assess feasibility of lesson aims

◗ prioritise aspects of teaching to focus on in future lessons.

The demonstration of these practical skills will be assessed in:

◗ teaching practice (planning, execution and reflection)

◗ the Teaching Practice Portfolio (planning and reflection)

◗ the Guided Observation Journal (reflection).

Assessment of teaching practice

Teaching practice (planning, execution and reflection)

Six hours of **observed and assessed** teaching practice with English language learners.

Trainees will teach and observe experienced teachers over a series of lessons at two different levels.

Teaching Practice Portfolio (planning and reflection)

The Teaching Practice Portfolio must include the following:

1. **Contents page**

2. **Lesson plans** for all lessons observed and assessed, in chronological order, including references to the following:
   a) student context (eg numbers, age, educational and/or professional level, purpose in learning English, first language)
   b) level of class/learners
   c) aims of lesson, with learning outcomes
   d) how aims will be achieved through content, methodology, materials, etc
   e) timing of stages
   f) use of materials
   g) anticipated problems and strategies for dealing with these
   h) means of assessing learning outcomes.

3. **Self-evaluation** for each lesson, in chronological order (following the lesson plan), which must consider:
   a) achievement/non-achievement of aims/learning outcomes
   b) perceived reasons for the above
   c) adaptation of methods for a future class/learners
   d) evaluation of the effectiveness of materials
   e) feasibility of lesson aims
   f) overall strengths and weaknesses
   g) personal teaching aims for the next lesson.

The degree of insight shown in self-evaluations should become more sophisticated as the course progresses (as trainees become more aware of lesson staging, classroom management, language, etc). In order to achieve this, course providers must give prompts/focusing questions in the feedback to cover all key elements of teaching (classroom management, staging, language focus, materials, etc).

4. **Tutor-evaluation** for each lesson, in chronological order (following the self-evaluation), covering:
   a) achievement/non-achievement of aims/learning outcomes
   b) perceived reasons for the above
   c) adaptation of methods or materials for a future class/learners
   d) evaluation of the effectiveness of materials
   e) feasibility of lesson aims
   f) development of classroom management skills (establish rapport, motivate learners, etc)
   g) overall strengths and weaknesses.

5. **All materials used in each lesson**, set out in chronological order (following tutor evaluation).

6. **Final summary** in which trainees will:
   a) reflect on their own development as teachers over the course
   b) describe their strengths as teachers
   c) prioritise areas for future development.

Course providers will design pro formas to guide trainees through items 2, 3, 4 and 6 above.

Guided Observation Journal

Guided observation classes will consist of a minimum of five English language learners. The Guided Observation Journal is a **developmental record** of a series of three or four guided observations of experienced teachers totalling a minimum of four hours. A minimum of one guided observation session will take place **before** the start of teaching practice. Trainees will observe their tutors or other suitably experienced teachers, ideally teaching the same learners that they will be teaching in teaching practice.

Content of Guided Observation Journal

For each lesson, observed trainees must detail, as a minimum:

1) Level of class and composition of group

2) Length of lesson

3) **Aims of the lesson** (teacher's aims)

4) **The aims of the observation.** Trainees should be guided to look for specific features or aspects of teaching in different observation sessions rather than trying to concentrate on all aspects during every session (eg overall teacher and class performance, specific aspects of teacher-class interaction, error correction, use of materials)

5) **Concluding comments on the teaching process and learning outcomes.** This will include reflection on techniques and what to take forward in trainees' teaching.

The marking scheme for the journal will be determined by the course provider.

The final grade awarded for Unit 1 will amalgamate marks for actual teaching practice, the greater part of the assessment, and also the Teaching Practice Portfolio and guided observation assignment.

Unit 2: Language Awareness & Skills

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

Outcome	Assessment
1. Understanding of the relationships between linguistic form (phonological, lexical and syntactic), function and meaning in standard English	Pre-course tasks, teaching practice, language awareness test/assignment, Learner Profile
2. Knowledge of the principal concepts and terminology for describing the structure and use of English	Pre-course tasks, teaching practice, language awareness test/assignment
3. Ability to express the above in terms of language skills and sub-skills	Learner profile, lesson plan objectives
4. Understanding of how to teach linguistic form (phonological, lexical and syntactic), function and meaning in standard English in a communicative context	Teaching practice, Learner Profile
5. Understanding of how to integrate linguistic form (phonological, lexical and syntactic), function and meaning into a language learning syllabus or programme	Teaching practice, Learner Profile
6. Understanding of how to assess their learners' competence in these areas	Teaching practice, Learner Profile
7. Awareness of geographical varieties of English, including the emergence of English as a lingua franca, and associated implications for teaching	Teaching practice, Learner Profile
8. Awareness of sources of interlingual interference	Teaching practice, Learner Profile
9. Awareness of current written and spoken usage	Teaching practice, Learner Profile, Unknown Language Journal, completion of all training requirements, written and spoken
10. Familiarity with main reference resources and ability to research teaching points (language and skills) as required	Pre-course tasks, teaching practice, Learner Profile

Language Awareness

Language Awareness (LA) is used as a generic term covering the areas of **lexis, grammar** and **phonology**.

CertTESOL course providers must follow the essential course content and learning outcomes for the Language Awareness (LA) unit as outlined below. These will be the minimum language points to be addressed in the training programme. All courses will include the following course content and learning outcomes, mapped to the course timetable.

It is expected that the scheme of work will take the form of:

◗ pre-course study tasks (in the case of courses with a duration of six weeks or fewer)

◗ dedicated LA input sessions, named as such on the course timetable

◗ LA components integrated into methodology inputs, notably those focusing on the teaching of the four skills

◗ LA components integrated into ice-breaker and warmer activities.

Some course providers may choose to provide part of the LA component of the course online.

Unit 2: Language Awareness & Skills

For the sake of clarity, the LA course content and learning outcomes are broken down into **lexis, grammar** and **phonology** below.

Lexis, grammar and phonology – learning outcomes

Successful trainees will, in the context of initial training, be able to demonstrate the following learning outcomes:

1. Research lexis, grammar and phonology areas, using appropriate reference and resource books
2. Apply the knowledge of lexis, grammar and phonology to teaching practice, the Learner Profile, the Materials Assignment and the language awareness test/assignment as required

Lexis and grammar – course content

The learning outcomes are based on the following seven areas of course content:

1. Word classes/parts of speech as a tool for language analysis, for example:

- Verbs: full verbs, auxiliary verbs, modal verbs
- Nouns and pronouns (including sub-classes of nouns and countability)
- Adjectives and adverbs (including comparative and superlative forms)
- Determiners (particularly articles and quantifiers)
- Conjunctions (co-ordinating and subordinating)
- Prepositions

2. Syntactical elements as a tool for text/discourse analysis, for example:

- Subject, predicate, direct and indirect objects, adverbial and complement
- Noun phrase, verb phrase, prepositional phrase, adverbial phrase

3. Tenses and aspects, for example:

- Tense name, form and time references; inflections; auxiliaries and modals; affirmative, negative and interrogative forms
- Active and passive voice

4. Word formation and lexical relationships, for example:

- Affixation/derivation
- Collocation
- Synonymy and hyponomy
- Multi-word verbs

5. Features of discourse analysis, for example:

- Basic understanding of coherence and cohesion
- Punctuation and paragraphing
- Key characteristics of spoken and written genres

6. Language variation, for example:

- Register: principal features of formal and informal spoken and written language
- Principal grammatical and lexical differences between spoken and written language
- Geographical varieties of English, including English as a lingua franca

7. Awareness of interlingual interference, for example:

- Awareness of how a learner's first language can affect the learning of English

Phonology – course content

The learning outcomes are based on the following four areas of course content.

Content	Evidence of learning
1. **Phonemes, for example:** ◗ Phonemic symbols ◗ Consonants: place and manner of articulation, voicing ◗ Monophthongs: jaw position, tongue position, lip position, length ◗ Diphthongs ◗ Correlation between sound and spelling	Use and evaluation of techniques for teaching, listening and speaking sub-skills and carrying out error correction, for example: ◗ Articulation of isolated and connected phonemes ◗ Use of phonemic symbols and phonemic chart for description and discrimination ◗ Transcribing words and short utterances ◗ Visual techniques, eg mime, finger-counting, gestures ◗ Modelling techniques, eg repetition, drills, back-chaining ◗ Sound discrimination exercises and activities, eg use of minimal pairs ◗ Marking stress and using stress gestures ◗ Marking intonation and using intonation gestures ◗ Integration of phonology into lexis and grammar teaching ◗ One-to-one phonology teaching
2. **Words and phrases, for example:** ◗ Word stress: basic patterns ◗ Contractions, weak forms, strong forms ◗ Features of connected speech: linkage, liaison/catenation, elision, assimilation	
3. **Sentences and discourse, for example:** ◗ Sentence stress: rules of placement; stress-timed vs syllable-timed ◗ Intonation: basic patterns and functions	
4. **General, for example:** ◗ Awareness of grammar–phonology links (eg past tense –ed, rising tone for yes/no questions) ◗ Use of basic contrastive analysis as a tool for diagnosis and correction of pronunciation errors ◗ Knowledge for analysing basic learner difficulties in decoding natural native speech (eg phonemic distinctions, vowel weakening, stress patterns) ◗ Knowledge for analysing own areas of difficulty in pronunciation encountered during the unknown language lessons ◗ Awareness of English as a Lingua Franca (ELF) and how this impacts on international pronunciation	

Unit 2: Language Awareness & Skills

Language Skills

> Language Skills (LS) is used as a generic term covering the receptive skills of **listening** and **reading** and the productive skills of **speaking** and **writing**.

Successful trainees will demonstrate the following learning outcomes in the context of initial training (with reference to appropriate resources):

1. An awareness of a variety of relevant sub-skills that support language learning
2. An application of some of these sub-skills to communicative learning and teaching approaches
3. A reflection and evaluation of their success

The learning outcomes are based on the following four areas of course content:

Receptive skills
1) **Listening sub-skills, for example:** ▹ Predicting content, vocabulary and answers ▹ Listening for gist ▹ Listening for specific information ▹ Intensive/extensive listening ▹ Deducing meaning from word form, grammar and context ▹ Decoding phonological features ▹ Understanding grammatical structures and syntactical relationships ▹ Distinguishing between language form and language function ▹ Understanding cohesive devices and discourse markers ▹ Distinguishing main points from supporting information ▹ Making inferences
2) **Reading sub-skills, for example:** ▹ Predicting content, vocabulary and answers ▹ Recognising genre from format and layout ▹ Navigating titles, subtitles, index, etc ▹ Skimming ▹ Scanning ▹ Intensive/extensive reading ▹ Deducing meaning from word form, grammar and context ▹ Decoding spelling ▹ Understanding grammatical structures and syntactical relationships ▹ Distinguishing between language form and language function ▹ Understanding cohesive devices and discourse markers ▹ Distinguishing main points from supporting information ▹ Making inferences

Productive skills
3) Speaking sub-skills, for example: ◗ Producing phonemes and features of connected speech ◗ Producing appropriate word- and sentence-stress patterns ◗ Producing appropriate intonation patterns ◗ Using appropriate grammatical structures with accuracy ◗ Applying syntactical rules correctly ◗ Selecting appropriate vocabulary and lexical chunks to express desired language function ◗ Expressing cohesion ◗ Using discourse markers appropriately ◗ Selecting appropriate level of formality ◗ Making appropriate use of paralinguistic devices
4) Writing sub-skills, for example: ◗ Forming characters accurately ◗ Using spelling and punctuation accurately ◗ Using appropriate grammatical structures ◗ Applying syntactical rules correctly ◗ Selecting appropriate vocabulary and lexical chunks to express desired language functions ◗ Expressing cohesion ◗ Using discourse markers appropriately ◗ Selecting appropriate level of formality ◗ Organising information logically and in a format appropriate to the genre ◗ Drafting and editing

Unit 3: Learner Profile

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

1. Be able to draw up a simple linguistic profile/analysis and needs analysis for one learner of English on the basis of interviews totalling a minimum of 60–90 minutes and a sample of the learner's written work which may include diagnostic tests (the interviews should include general discussion of the learner's language learning background and aims in learning English, preferred methods of learning, and the strengths and weaknesses of the learner)

2. Be able to prepare and teach (unobserved) one lesson of 45–60 minutes (this lesson does not count as one of the six hours of observed and assessed teaching practice)

3. Be able to prepare a number of broad recommendations for the learner's study programme in at least one area of each of the four main skills, including grammar and phonology

Presentation and content of the Learner Profile

▶ The Learner Profile should be presented in an A4 ring binder or folder. Plastic pockets should only be used for smaller materials

▶ The materials used in the one-to-one lesson should be appended (small materials may be presented in plastic pockets) and a readily accessible copy of the recorded interview should be available for review until formal notification of passing the course

▶ A readily accessible copy of the recorded interview should also be kept and made available, if requested, in the event of a query at moderation

▶ A transcription of the whole interview is not required

▶ Pages should be numbered and there should be a contents page at the front of the profile

The Learner Profile must include the following:

a) A description of the learner's cultural and social background, including language learning experience; the occasions when and where the learner uses English; her/his reasons for learning English and the contexts in which she/he is likely to use English in the future. This description should also include the main linguistic features of the learner's mother tongue. This section should represent approximately 15% of the content of the profile.

b) An evaluation of the learner's current linguistic proficiency, including strengths and weaknesses in the four main skills, analysed in terms of lexis, grammar and phonology, and with references to relevant features of the learner's mother tongue. This analysis should be based on:

▶ a recorded sample of the learner's spoken English, part of which will be orthographically transcribed, and a part (or parts) of which will be phonemically transcribed

▶ a sample of written English, from which a variety of error types should be chosen

▶ short tests of extensive and intensive listening and reading skills

▶ interaction skills in interview.

This section should represent approximately 50% of the total content of the profile.

c) A lesson plan for, a rationale for, and an evaluation of, a one-to-one lesson with the learner, based on selected key learning needs emerging from the above analysis. The lesson duration must be a minimum of 45 minutes. This section should represent approximately 20% of the total content of the profile.

d) Recommendations for the learner's future language development over a further 5 x 45 minute lessons, based on learning needs emerging from the above analysis. This section should represent approximately 15% of the total content of the profile.

e) A bibliography referencing the texts used for research and teaching.

Structure of the Learner Profile

1) Reading and listening skills

Reading

Trainees should set one short reading task which will test the learner's abilities in one or more of the

reading sub-skills. It should be based on a text appropriate to the learner's level. Other strategies, such as newspaper or magazine skimming, may be used to assess extensive reading. This activity may be conducted in one of the short interviews with the learner. The account presented need not be more than half to one page of A4, and should include brief details of the following:

◗ the task set and the learner response (including any sub-skills) to it

◗ the learner's general reading habits in their own language and in English

◗ any advice the trainee was able to offer to the learner to help develop this skill.

Listening

Trainees should set one short listening task, in which intensive listening skills are tested. This may be conducted in one of the short interviews with the learner. Listening skills may also be assessed during the conversations with the learner. The account presented need not be more than a half to one page of A4 and should include brief details of the following:

◗ the ability of the learner to understand and respond to the trainee in conversation

◗ the task set and the learner's response to it

◗ the learner's general listening habits (radio, TV, internet, conversation with English speakers outside of the classroom)

◗ any advice the trainee was able to offer the learner to help develop this skill and any of its sub-skills.

2) Speaking and writing skills

The analysis of speaking and writing forms the greater part of the profile, and will require suitable input to have taken place before it can be attempted. This section brings together what the trainee has learnt about the grammar and systems of written and spoken English, and the sound systems of English.

Speaking

This section focuses on both the phonological and grammatical analysis. These two analyses should be presented separately, although a general introduction to the section may refer to both. A trainee is also expected to comment on the fluency of the learner.

This section must contain:

◗ An orthographically transcribed section of the recorded interview of around one minute. (It is recognised that this one minute of speech may have been interrupted by prompts from the trainee – these need not be transcribed, but should be indicated in some way.) The purpose of this passage is to provide a vehicle for demonstration of typical grammatical errors encountered in the learner's speech. Please note, the whole conversation should not be transcribed, although the recording must be kept and made available, if required

◗ A comment on the fluency of the learner and how well she/he has communicated their message in the interview

◗ A phonemic transcription of part of the one-minute recording. This may be one segment totalling at least 20–30 words, or several multi-word segments, together totalling 20–30 words (eg 4 x 6 word segments). This should be transcribed twice: once in a version of standard English and again as phonemically spoken by the learner. It may be necessary to make approximate representation of sounds which cannot be transcribed precisely. The purpose of the transcription is to illustrate clearly problems of intelligibility due to segmental and suprasegmental features of pronunciation.

The phonemically transcribed segment(s) chosen should provide error analysis of two features of segmental phonology (sound) and two features of suprasegmental phonology (eg stress, intonation, elision). The transcription should illustrate:

◗ the trainee's ability to apply the phonological theory learnt within Unit 2

◗ the trainee's listening skills, particularly in relation to sound discrimination

◗ the trainee's ability to recognise features of stress and intonation

◗ the trainee's awareness of teaching priorities in terms of pronunciation and intelligibility, and other teaching objectives.

The analysis of specific errors in spoken English must be presented in tabular form, although a summary of errors and achievements may be included in order to give a more complete picture of the features of the English spoken by the learner. Please see page 18 for an example of a suitable table for the presentation of features of pronunciation and spoken grammar. There will be a minimum of four

errors in total. Further examples of error may be included, up to a maximum of eight errors overall, not including phonology. Course providers need not follow this example, but must provide trainees with a similar framework within which to present their findings.

Example analysis of errors in spoken English

Speaking: Pronunciation analysis				
Number (refers to phonologically transcribed segment(s))	Error	Correction	Orthographic representation	Analysis/reason for error
1	/kant/	/ka:nt/	can't	Khalid has a general difficulty in distinguishing between long and short vowel sounds which are not present in L1.
7	/bak/	/pak/	pack	There is no equivalent to the unvoiced /p/sound, in Arabic (Smith & Swan, 2001). The voiced /b/ sound is usually the letter chosen to replace it as Khalid demonstrates here.

Speaking: Spoken lexis and grammar analysis				
Line (refers to orthographically transcribed passage)	Type of error	Error	Correction	Analysis
6	Grammatical subject–verb agreement	He have two cars	He has two cars	This error is likely to be as a result of L1 interference. Chinese is a non-inflected language and errors in subject–verb agreement are common.
8	Lexical word formation	I'm very boring in the evenings	I'm very bored in the evenings	Confusion between the adjectival –ed/–ing endings used for feelings and judgment.
12	Grammatical superlative	The goodest dad...	The best dad...	Over-generalisation of the superlative ending –est ('goodest' should be 'best')

Writing

The sample of written English to be analysed may be generated by a task set by the trainee, or from the learner's class work, but in either case should have been marked and analysed by the trainee. The original and the corrected versions should be included in the assignment, with lines numbered for reference purposes. The sample should be handwritten. One method of obtaining a suitable piece is for the trainee to handwrite a letter to the learner, inviting them to reply in a similar manner.

The writing analysis will be in two parts: a) grammar, lexis, spelling and punctuation, and b) organisation, register and handwriting.

Part A:

◗ grammatical accuracy – full structural analysis (strengths and weaknesses)

◗ lexical range and accuracy – analysis of learner's use of vocabulary when writing

◗ spelling and punctuation.

Part B:

◗ effective communication of meaning

◗ appropriacy of register – level of formality used

◗ organisation – appropriate use of paragraphs and linking of sentences

◗ handwriting – if relevant (where the learner uses a different writing system in L1).

The main analysis of the grammar of written English should be presented in tabular form. This tabular analysis must include two different examples from part A (see above). There will be a minimum of four errors in total. Further examples of error may be included, up to a maximum of eight errors overall. Please see below an example of a suitable table for the presentation of features of written grammar.

Example analysis of errors in written English

Writing: Grammar and lexis analysis				
Line in text (refers to sample of learner's writing)	Type of error	Error	Correction	Analysis/reason for error
3	Grammatical verb form	I studying	I am studying	Likely to be L1 interference; there is no auxiliary 'be' in Arabic.
4	Lexical spelling	He spend	husband	Learner has written the word as she hears it. Typical p/b confusion and problems with short vowel sounds.

3) The lesson

The profile must contain:

a) The rationale for choice of the lesson objectives – the lesson should not simply concentrate on correction of the written language or discussion of reading comprehension tasks undertaken for the assessment, but should aim to build on an identified area of the learner's language, and language skills that require attention

b) The lesson plan (this may be the regular lesson plan or one designed for the purpose)

c) The lesson evaluation and self-reflection – this will usually have been designed for this purpose and should include a conclusion reflecting on the experience of teaching one-to-one in comparison to whole class teaching

d) The materials used in the lesson – published teaching materials may be used but should be adapted with materials devised by the trainee to meet the particular identified needs of the learner.

4) Recommendations for further study

The recommendations for further study should take the form of a scheme of work for 5 x 45 minute lessons. This section should be prefaced by a brief summary of the rationale behind each choice. The scheme of work must be presented in tabular form. Precise details of activities and materials to be used need not be included. However, the suggestions must be linked back to the data collected in the analysis and should include reference to grammatical, lexical and phonological areas, and reading, writing, speaking and listening skills.

An example of a suitable table for presenting recommendations for further study is given on page 20.

Example table to present recommendations for further study

Lesson	Functional /structural objectives	Skills objectives	Phonological objectives	Lexical objectives	Rationale
1	To be able to use the past. To talk about the past. To develop the use of simple past tense (regular and irregular verbs).	To develop speaking skills to discuss past travel. To develop the following writing skills: use of past simple to write a postcard describing a journey.	To practise the pronunciation of 'ed' endings /t/, /d/, /id/.	To learn the use of travel-related verbs (visited/stayed/travelled/flew/went, etc).	The learner was unable to use the past tense to talk about her journey to the UK. However, the learner loves travelling and uses English mainly for talking to her friends on topics such as past experiences.
2	To be able to describe regular and current actions. To develop the use of simple present tense and present continuous tense.	To practise and develop skimming/scanning reading skills.	Not a core focus. Attend to learner need as appropriate.	To learn the use of vocabulary related to domestic routine; collocation of nouns and verbs (make the bed, do the washing, etc).	Habiba had difficulties differentiating between these two structures in use. Needs practice in skimming and scanning to assist her in exam work. Currently reads very slowly.

5) Bibliography

A bibliography of texts used for research or for teaching should be included after the main assignment and before any appendices.

Assessment of the Learner Profile

Course providers will provide criteria specific to this assignment. These will make reference to each segment of the assignment which can be individually marked and collated to give an overall summary mark.

Note that the ability to produce written assignments to an appropriate level of written English is one of the basic requirements of the course. Trainees will be penalised for poor levels of English and presentation, and may be asked to resubmit.

Unit 4: Materials Assignment

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

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

Structure of the Materials Assignment

The content of the Materials Assignment is as follows and consists of both a written and spoken assignment.

1) The material

The assignment consists of one piece of teaching material linked to a single task used in teaching practice: these must not include any of the materials which are used in the one-to-one lesson. The use of published materials (either in print or online) is not excluded, but trainees must show evidence of imaginative and significant adaptation and exploitation of these, beyond what may be suggested in a coursebook or on the internet. Any such sources must be acknowledged appropriately (using Harvard referencing conventions). To facilitate the depth of analysis required, material should be chosen which:

▶ has worked well but still has room for improvement **or**

▶ was less successful but contributed significantly to the trainee's development and understanding.

Within the limitations described above, Trinity does not stipulate what type of materials should be presented. However, they should be of a form that enables exploitation through a clearly identified task (if necessary, additional information outlining the task should be attached).

When assessing suitability, the material's application to the terms of the assessment criteria used for this unit should be carefully considered.

2) The written assignment

The written assignment is divided into two sections: **the rationale** and **the evaluation**.

The rationale section is an explanation of why the material was developed for the particular group of learners and why it was felt that the material might be useful in achieving the objectives of the lesson. The rationale must include, as a minimum, information on the class profile, the anticipated linguistic aims, the objectives for the learners' language development and the anticipated achievements and difficulties for learners. The profile must refer to a specified group of learners in terms of level, type of class (eg general English, multi- or monolingual), their anticipated strengths and weaknesses, and place of this lesson in the overall programme if this is known.

Anticipated linguistic aims cover the areas of language development trainees expect to work on with learners (for example, new language learnt in terms of structure, function, semantics and/or skills development) and going beyond, for example, simply 'conversation practice'.

Anticipated achievements and difficulties and the strategies for dealing with these for learners include linguistic issues, such as the learners' existing command of structures or lexis necessary for use of the materials, complexities of pronunciation, questions of class organisation, group dynamics, and/or motivation.

The evaluation section is an explanation of how the materials were used in the classroom effectively. The evaluation must give reasons for the success (or lack of) of the materials. This section must also give a statement explaining how the materials might be improved for the same learners without changing the learning objectives.

Word count: the rationale and the evaluation of the material has an indicative word count of 500 words in length, excluding the rubric.

3) Assessment interview

The assessment interview will draw on the written rationale and evaluation, but the focus will be on the learners and their needs.

Trainees will be assessed on:

◗ the suitability of the material for the learners' needs and motivation

◗ the problems that arose in the lesson

◗ how the problems were dealt with

◗ how the learners responded to the materials

◗ how the materials might be improved to meet the needs of the learners.

In addition, trainees will be asked to give an appraisal of:

◗ selection and production of English language teaching materials

◗ teaching English using materials from different sources.

The Materials Assignment: This must be carried out on an individual basis. Trainees may usefully share their ideas and experiences with each other, but each trainee must plan and produce all of their own materials and be able to discuss them independently of other trainees.

Tutor support: Tutors are not required to mark Unit 4 work, they are required to give trainees relevant support in identifying appropriate material for this exercise and preparing their written and spoken assignments. Tutors inform trainees about Trinity's assessment criteria before they embark on their work for Unit 4. Tutors also give trainees the opportunity to rehearse an oral discussion based on their written rationale and evaluations by way of preparation for the interview with the moderator. Trainees do not receive a mark for either the written work or interview, but they receive constructive feedback from tutors.

The trainee **must have used** the material with learners in teaching practice.

Assessment of the Materials Assignment

Trainees are assessed on Unit 4 by an external moderator from Trinity College London. The total time allocated for the assessment of Unit 4 is 15 minutes per trainee.

Time	Detail
5 mins	Moderator reads the rationale and evaluation sections for each trainee
10 mins	Individual discussion/interview between the moderator and each trainee

Written assignment and interview procedure
1) Trinity provides a standard pro forma for the written assignment for all trainees to complete with the relevant information on their rationale and evaluation sections. This ensures consistency of headings for the written work and more efficient reading and checking by moderators (see appendix 1).
2) Trainees must not bring the associated lesson plans to interview, but leave these with the Teaching Practice Portfolio to be looked at by the moderator in the general sampling process at the start of moderation.
3) Course directors will give moderators hard copies of the class materials and completed pro forma for the Materials Assignment in advance of the point on the schedule set aside for reading them.
4) Moderators will read the written assignment for five minutes immediately before the 10 minute interview with the trainee.

5) Moderators will elicit information by asking questions as appropriate. Trainees are expected to take the initiative at the start of the interview; thereafter the interview is guided by the moderator according to criteria established by Trinity.

6) Moderators will assist the flow of the interview with suitable comment, but will avoid any evaluative comment.

7) Moderators will return all trainees' pro formas to the course director.

The focus of Unit 4 is the rationale and the evaluation of the materials provided in the written assignment and discussed in the interview. The focus is not the quality of the materials themselves. The materials themselves will have been assessed by course tutors when they evaluate lesson plans and teaching practice within the framework of Unit 1.

Criteria for Pass and Refer on Unit 4

Trinity uses six criteria for written communication skills and six criteria for oral communication skills (see table on page 24 for details). Moderators record an assessment in relation to these criteria. For each criterion, trainees can be awarded a maximum of two marks. Trainees must obtain 14 marks out of 24 to obtain a Pass on Unit 4. Fewer than 14 marks in total will lead to a referral for Unit 4. This will involve re-moderation of a revised written rationale and a further interview with a moderator. For a re-moderation to take place, trainees will need to attend another moderation at either their original or another course providing organisation. In the event of re-moderation, candidates will again be assessed on both written and oral communication skills.

Unit 4: Materials Assignment

Assessment criteria

	Criterion	To obtain a pass, trainees must obtain 14 out of a possible 24 marks	
	The trainee is able to:	1 mark per criterion	1 mark per criterion
Written communication skills	▶ identify a linguistic purpose and specific objectives	Identification of a linguistic purpose	Identification of specific objectives
	▶ explain how the materials were appropriate to the students' linguistic needs	Identification of the class needs	Explanation of how the materials met the class needs
	▶ identify potential difficulties of the materials for the learners and solutions for dealing with them	Identification of potential difficulties	Identification of potential solutions
	▶ discuss effectively how the materials were used in the classroom	Discussion of groupings used	Discussion of the wider context of using the materials in the lesson, eg stages of lesson
	▶ evaluate the success of the materials	Reasons for the success (or not) of the materials	Indication of how the conclusion was reached
	▶ suggest how the materials might be improved	Suggestion(s) on how the materials might be improved in terms of relevancy to the linguistic needs of the students	Suggestion(s) of how the materials might be improved in terms of their design and presentation
Oral communication skills	▶ discuss the suitability of the materials both in terms of needs and motivation for the learners	Discussion of the suitability of the materials in terms of learner needs	Discussion of the suitability of the materials in terms of learner motivation
	▶ discuss what problems arose from the materials and how these were dealt with	Discussion of the actual problems that arose	Discussion of the solutions to these problems
	▶ discuss how the learners responded to the materials and why the trainee thought this was the case	Discussion of the learners' response to the materials	Reason(s) why the learners responded in this way
	▶ discuss what the learning outcomes were from the materials and how the materials might be improved	Discussion of the learning outcomes	Discussion of the potential improvements to the materials
	▶ demonstrate what they have learnt about the selection and production of English language teaching materials	Discussion of the point(s) made in relation to the selection of materials	Discussion of the point(s) made in relation to the production of materials
	▶ demonstrate what they have learnt about teaching English using materials from different sources	Example(s) of what trainees have learnt	Justification for why using self-generated materials is beneficial

All trainees' interviews will be recorded. If trainees do not agree to the recording, they cannot be moderated.

Unit 5: Unknown Language

Successful trainees will demonstrate the following on completion of the course and in the context of initial training:

1. Awareness of the learning experiences and feelings of a learner being taught a new language, with little or no use of the learner's first language
2. Ability to identify the aims and objectives of the lesson and the ways in which these were or were not achieved through the methodology, materials and class management techniques employed
3. Awareness of a few of the main elementary contrastive features of the taught language and of English

The unknown language will be a natural language, ie not an invented or computer language, and this language should be one previously unfamiliar to all of the trainees on the course. Depending on the context and the learners, the teacher may or may not choose to make use of a shared L1 as appropriate and relevant to language and pedagogic objectives.

Structure of the Unknown Language Assignment

Trainees will be given four hours of tuition in an unknown language, with a bias towards the aural-oral in the teaching of that language. In addition, the tuition will be:

◗ delivered in sessions of approximately one hour
◗ at beginner level
◗ given by an experienced teacher
◗ in a communicative context
◗ in the initial stages of the course.

Trainees see in practice some of the methodology and approaches introduced in Unit 1. They establish and 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.

The Unknown Language Journal

For each lesson, the journal should include as a minimum:

1. An account of the grammatical, functional and lexical objectives of the lesson, as perceived by the trainee
2. Broad details of the methods used by the teacher including use of activities and materials, interactive patterns and class-management techniques
3. A reflection on the nature of the learning experience and on which teaching methods and attitudes suited the learning preferences of the trainee and others in the group

The overall journal should also include a brief description of some of the contrastive features of English and the taught language.

At the end of the series of lessons, trainees must produce a summary of the overall experience that reflects their professional evaluation of this unit and the teaching methodology used. 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.

Assessment of the Unknown Language Journal

Trainees are assessed on the accuracy of analysis and the reflective nature of the journal. Trainees are provided with a pro forma to guide them in what to look for in the language lessons and how to comment on what they experience including help with specific terminology.

Professional awareness and development

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

1. Awareness of the needs of other colleagues in the team, teaching and non-teaching
2. Awareness of the value of mutual support in the teaching–learning–training environment
3. Awareness of the need for development throughout the course, based on a constructive response to training input and feedback from tutors, peers and learners

This awareness is demonstrated through the following:

◗ willingness to attend all parts of the course (allowing always for absence due to unexpected illness, accident or bereavement)

◗ ability to complete all assessments including teaching practice and hand in assignments at the required times unless they reach a prior agreement with their tutor

◗ ability and willingness to contribute actively to group and workshop activities

◗ willingness to respect the contributions and work of other trainees and of their tutors

◗ willingness to respect learners' contributions to the teaching–learning environment

◗ willingness to respect the contribution of the non-teaching, non-tutoring staff to the training programme

◗ ability and willingness to take note of feedback on their performance and work with their tutors to develop a constructive dialogue.

In addition, trainees will be encouraged to develop:

◗ awareness of the need for further professional development through a combination of reflective practice, participation in discussion with colleagues, reading, attendance at seminars and conferences, and formal training

◗ awareness of learners' special educational needs and to work with peers to develop teaching techniques in order to support and include learners with learning differences and learning difficulties in day-to-day teaching

◗ awareness of the principal sectors of employment in their field and the most common and reliable means of obtaining information on employment and employers: they must be given advice as to the main sources of teaching vacancies in the national and local press, together with a selection of the more reputable websites.

Course reading list

Please see appendix 2 for a sample reading list. Each course provider's reading list may vary to this.

Tutorials

Course providers must timetable for each trainee at least one formal tutorial session per full-time course and at least one per part-time course to give trainees guidance on their individual progress. During tutorials, trainees must be given a clear indication if it seems at all likely that they will not meet the final required standards and therefore not be awarded the Trinity CertTESOL. All completed tutorial documentation should be signed by both tutor and trainee.

Assessment of course units

Pass requirements

In order for a trainee to be awarded the Trinity CertTESOL, all five course units must be passed, either during the course or as a result of referral and subsequent completion of work to the required standard, normally within one month of the moderation visit.

The five units, Guided Learning Hours per unit and assignments to be completed and passed are as follows:

Unit	Number of Guided Learning Hours (GLH) (out of total of 130)	Assessment details
Unit 1: Teaching Skills	74	Pass mark to be obtained for each of the three elements: teaching practice, Teaching Practice Portfolio and Guided Observation Journal
Unit 2: Language Awareness & Skills	20	Pass mark to be obtained for test or exam and/or other form(s) of assessment
Unit 3: Learner Profile	18	Pass mark to be obtained for all sections of written profile
Unit 4: Materials Assignment	8	Pass marks to be obtained in line with Trinity's external assessment (written work and face-to-face interview)
Unit 5: Unknown Language	10	Pass mark to be obtained for all sections of Unknown Language Journal

Trainees must attend all the training sessions and complete all assignments and tests to the standard set by the course provider and agreed with Trinity through the validation process. Trainees are not permitted to offset pass marks gained on some specific assignments against fail marks gained on other assignments.

Assessment of written English

Marks will be deducted if written assignments are not presented with the appropriate grammar, spelling and punctuation. The number of marks to be deducted will be determined by the course provider. Trainees may be asked to resubmit an assignment which is below the standards expected from an English language teacher.

Assessment of course units

Final overall mark definitions

Pass

Trainees deemed to have passed the CertTESOL course will have completed the entire course. They will have also (either by the end of the course or following referral as agreed with the moderator and Trinity):

- completed all assignments, including teaching practice, to the required standard **and** demonstrated
  a) a basic knowledge of form and function in Standard English and the use of phonology for teaching purposes
  b) a knowledge of the basic issues relating to language learning and teaching including the importance of understanding learners' academic and emotional needs in the classroom
  c) competence in preparing materials and lesson plans for specific classes of learners ranging from beginner to upper intermediate, making use of the standard classroom aids, with some professional support
  d) competence in teaching and evaluating classes of learners independently on a daily basis but with some interim professional support
  e) awareness of how to make use of reference materials and other sources of professional guidance in order to build up their knowledge of language, and language teaching and learning issues, to enable them to teach the full spectrum of learner levels and types, and deal with unknown classes and unexpected opportunities and challenges in class
  f) the ability to work collaboratively with peers and tutors in preparation of work and giving and receiving feedback on performance
  g) the ability to produce journals and other written assignments or test results to an appropriate level of written English in order to demonstrate their understanding of their own training and learning process.

Referral

Trainees deemed to be eligible for referral will have completed the entire course and will have also:

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

Note: Trainees can be referred on the externally assessed Unit 4 and not more than three of the internally assessed units. Trainees will be charged an additional referral fee for each unit.

Deferral

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

Fail

Trainees deemed to have failed the course will have completed the entire course and they will have also:

▸ completed all internally assessed assignments, three or more of which are below standard, **and** demonstrated

a) an insufficient level of the necessary knowledge of language and language learning as above, and/or

b) an insufficient level of the necessary competence in preparing for and teaching classes as above, and/or

c) an insufficient awareness of how to use reference materials and other sources of guidance as above, and/or

d) an insufficient ability to work collaboratively with peers and tutors in preparation of work, and giving/receiving feedback on performance, and/or

e) an insufficient ability to produce journals and assignments as above

▸ not submitted one or more of the internally assessed units for marking before the moderation day.

Withdrawal

Trainees deemed to have withdrawn from the course will have stopped attending the course of their own volition before its completion. In these circumstances, centres should ask for written confirmation of the trainee's decision.

All requests for trainees to withdraw from one course and carry credits for work done to a later course with the same course provider, must be pre-approved by Trinity.

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Unit 4: Materials Assignment – Pro forma for trainees' use

Name of trainee: ....

Course providing organisation: ....

Start and end dates of course: ....

Please 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.

Please answer in the spaces below. Clear and coherent notes (eg using bullet points) are welcomed, but please **do not** alter the rubric in any way.

The rationale and evaluation have an indicative word count of 500 words in length, excluding the rubric.

Number of learners:	
Level of class:	
Monolingual/multilingual class – state majority language(s):	
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?

Appendix 1

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?

How might the materials be improved for the same learners without changing the learning objectives?

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Sample reading list

Methodology and Teaching

Graham, T. and Parker, R., 2002. *An Introduction to the Phonology of English for Teachers of ESOL*. Brighton: ELB Publishing.

Harmer, J., 2012. *Essential Teacher Knowledge*. Harlow: Pearson.

Lewis, M., 1993. *The Lexical Approach*. Hove: Language Teaching Publications.

Scrivener, J., 2012. *Classroom Management Techniques*. Cambridge: Cambridge University Press.

Thornbury, S., 2006. *An A-Z of ELT*. Oxford: Macmillan.

Ur, P., 2012. *A Course in Language Teaching*. Cambridge: Cambridge University Press.

White, R.V., 2001. *The English Teacher's Handbook*. Brighton: ELB Publishing.

Willis, D., & Willis, J., 2007. *Doing Tasked-based Teaching*. Oxford: Oxford University Press.

Willis, J., 1996. *A Framework for Task-based Learning*. (e-book) Harlow: Longman. Available at Intrinsic Books www.intrinsicbooks.co.uk [Accessed 6 February 2015].

Series of Books

How to … Series. Harlow: Pearson Longman.

Resource Books for Teachers, edited by Alan Maley. Oxford: Oxford University Press.

The Resourceful Teacher Series. London: Helbling Languages.

DELTA Teacher Development Series. Peaslake: Delta Publishing.

Language awareness

Penston, T., 2005. *A Concise Grammar for English Language Teachers*. Co Wicklow: TP Publications.

Smith, B. & Swan, M., 1987. *Learner English*. Cambridge: Cambridge University Press.

Thornbury, S., 2005. *Uncovering Grammar*. Oxford: Macmillan.

Workman, G., 2005. *Concept Questions and Time Lines*. Kilchberg: Chadburn Publishing.

Pronunciation

Graham, T., and Parker, R., 2002. *An Introduction to the Phonology of English for Teachers of ESOL*. Brighton: ELB Publishing.

Underhill, A., 1993. *Sound Foundations*. Oxford: Macmillan.

Notes

Notes