



TRAINEE HANDBOOK

Level 5 Certificate TESOL

Trinity College, London

**Part Time Course
January 6th – June 22 2012**

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Introduction

What exactly is the Trinity CERT TESOL?

The Trinity Certificate in Teaching English to Speakers of Other Languages is a preliminary qualification designed for candidates who have little or no experience of teaching English as a second or foreign language. It will enable you to teach English in the private sector in the UK and abroad and is fully recognised by the British Council.

At the time of writing it also enables you to work within the UK public sector whilst you are gaining experience towards full professional qualifications.

Trinity College London is an international awarding body with a long established tradition of providing initial and advanced teaching qualifications to meet the specific needs of teachers of ESOL. Trinity College London is recognised by the QCA (Qualifications & Curriculum Authority), ACCAC (Qualifications, Curriculum & Assessment Authority for Wales) and CEA as an independent award-giving body.

For more information about Trinity, visit the Trinity website at www.trinitycollege.co.uk

ODILS (Open Doors International Language School)

ODILS MISSION STATEMENT

“ODILS is a charity that exists to serve those in the community that are isolated by language and culture.

We are a Christian organization that aims to empower and enable learners and their families to take an active part in the community through the teaching and learning of English, literacy, computers and life skills.

We offer social and cultural support to break down barriers through our interaction with the local community and other agencies.”

ODILS operates as both a charity and a private language school.

Accordingly, the school is inspected by, and operates to the standards of, New OFSTED and The British Council.

For more information about ODILS, visit the ODILS website at www.odils.com

Qualifications and career paths for ESOL teachers

Your CERT TESOL qualification will enable you to work in the private sector in the UK and abroad. It will also act as a preliminary qualification within the UK public sector, meeting the level 5 criteria. This course includes a Preparing to Teach in the Lifelong Learning Sector (PTLLS) top up module which will give you a threshold license to teach in public sector organisations.

Aims and Objectives of the Course

By the end of the course candidates will have:

- a. Knowledge of the main word systems, grammatical and sound features of contemporary English.
- b. Awareness of the learning needs of individuals or groups of learners, and of the motivation of learners in a variety of cultures and environments.
- c. Ability to establish rapport and create and maintain learners' interest.
- d. Ability to draw up a range of lesson plans with clear and achievable aims, using appropriate methods for learners with various needs.
- e. Ability to manage and stimulate active participation among a class of learners and provide a relevant learning context and learning opportunities in relation to their learning objectives.
- f. Ability to evaluate, use and adapt published material and create simple teaching material, which may include visual aids, audio, video and information/communication technology.
- g. Broad understanding of the main advantages and disadvantages of various language teaching approaches.
- h. Ability to evaluate own effectiveness as teachers and to work co-operatively as members of a teaching team or group.
- i. Awareness of the need to continue development as ESOL teachers through future employment, through private study, further training and participation in professional networking events.
- j. Awareness of the means of identifying a TESOL post after training, including using the media and professional associations, and of the main issues relevant to employment in this area that may affect their future security and further professional development.

General information

Course dates: January 6th – June 2nd 2012 (26 weeks taking into account school holidays) – please note that the final week of June 18th – 22nd you will be required to attend every day.

Moderation date: (To be confirmed)

Group size: Maximum size 15

Hours: Minimum Trinity requirement - 130 hours

Times: 9.30am –5.30pm

Days: Friday

Course components:

Trinity's Cert. TESOL is designed around five mandatory units, which incorporate all the required learning components, plus a holistic factor of professional awareness and development.

Units will not be certificated separately: certification is for the successful completion of the whole programme.

The basic structure is as follows:

All units are colour-coded throughout. This is to help you to navigate your way through the course and to organise paperwork)

Unit 1- teaching skills

Unit 2- language awareness

Unit 3- learner profile

Unit 4- materials assignment

Unit 5- unknown language

These units are outlined in more detail on pp 8-16

You will also be given more detailed information and guidance at the appropriate times during the course.

Timetable: You will be given a timetable at the start of the course. Although this will be adhered to as closely as possible, you must allow for some variations. This is an unavoidable consequence of training within a busy working environment where unforeseen events may occasionally require some flexibility.

Coursework and assignments: After your interview you will be given a pre-course assignment. It is a requirement that you complete this before the start of the course, when you will be asked to hand it in.

During the course you will be expected to complete a range of homework and assignments, with this and the preparation required for teaching practice, you can expect to spend around 15 hours per week outside course hours.

Assessment: All teaching practice and coursework* will be internally assessed according to strict criteria outlined by Trinity College. You will be given the marking criteria at the start of the course.

*Unit 4 (materials assignment) is externally assessed during a 15 minute one to one interview with an external moderator. The moderator will also sample your course work and teaching practice journals.

Marks will be deducted if written assignments are not presented with appropriate spelling, punctuation and grammatical usage. We will use a pass/referral/fail grading

Tutors: The course will primarily be run and delivered by two tutors. One of these will be specifically assigned to you and will be available to offer you any additional support or guidance, as needed. You will also have two scheduled, private tutorials. Additional tutors will also be involved in some areas of the course.

Attendance: You are required to attend all the training sessions outlined by ODILS. You are also required to complete all assignments and tests to the standard set by ODILS and agreed with Trinity College through the validation process. Absences due to illness, bereavement, accident or other extenuating circumstances must be agreed with the course provider. You will still have to pay the full fee if you take extended absences for other reasons or are unable to finish the course or complete your assignments. You will be required to sign a contract to this effect on enrolment.

Both your tutor and the centre must be informed as early as possible if you are going to miss a session.

Course fees:

Course fees of £950 + £130 moderation fee must be paid in advance. You will not be accepted onto the course until fees have been received in full. Please note that course fees are non-refundable. If extreme, extenuating, circumstances occur, referrals can be made to ODILS management, but this refund is unlikely unless the place vacated can be filled. You will not be able to complete moderation and gain the qualification if you have fees outstanding.

Additional costs: You will be issued with your personal photocopy code at the start of the course. It is your responsibility to remember this code. The first 50 copies will be free. Thereafter you will be charged at a rate of 5p per copy.

The school site has limited parking and it may, on occasion, be necessary to use nearby pay parking.

Record keeping: ODILS will keep photocopies of all your marked or assessed work. It is your responsibility to keep all your originals safely. It is a requirement that you complete all forms and pro-formas at the relevant stages of the course. Many of these will be supplied in "Handbook Two" at the start of the course, along with more detailed guidance on each unit and specific marking criteria. It is your responsibility to keep this available to refer to as necessary throughout the course.

Food: Hot drinks will be available at all times.

Induction: You will have an induction on the first day. During the induction you will formally enrol on the course, meet the main tutors, have a tour of the building and be given information on health and safety, grievance procedures etc. You will also be asked to sign an agreement with ODILS that will include terms of payment for course fees and consent to be filmed with permission for footage to be used for training purposes. If you have not yet paid in full, you will be asked to pay your second instalment of course fees.

Other considerations: This is a course that will require a considerable amount of your time and attention. You will find it almost impossible to complete successfully unless you are truly committed, prepared to work hard and prepared to stretch your capabilities in terms of time management, study and personal organizational skills, particularly for those juggling work and family commitments as well. You will need to ensure that you have time available to complete course work. We are here to support and guide you as much as possible.

It is Trinity's preference that all assignments should be typed. The course tutors also recommend that you should have access to internet. If you do not have access to a computer you must be prepared to spend additional time on site, using the online computers available at ODILS.

Terminology: While reading this handbook you will probably come across a number of new words and phrases. These will be the first of many. As part of your pre-course task look them up and begin compiling your personal dictionary of ESOL related terms.

COURSE STRUCTURE AND COMPONENT DESCRIPTIONS

Below is a brief description of the learning outcomes and assessed components of each unit. This information is important as it forms the basic requirements that you will have to meet in order to be awarded the Cert. TESOL.

More detailed guidance and marking criteria will be given to you at the appropriate stages during the course.

UNIT 1: Teaching Skills

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

- a. Understanding of, and ability to put into practice, contemporary TESOL approaches, methodologies and management skills in a manner appropriate to lesson aims, and to the learners' background and learning objectives
- b. The ability to use materials and teaching aids with technical competence, imagination and awareness of how they meet learning requirements
- c. Awareness of the key features required of course-book and print materials in relation to presentation of form and function, as well as attractiveness and user-friendliness for both teachers and learners
- d. Awareness of the main public examinations in ESOL and the main forms of test most useful in assessing students' performance in English: e.g. diagnostic and achievement, subjective and objective; the need to identify the specific language items and skills assessed for which you may be required to prepare learners
- e. The potential to assess your own strengths and weaknesses in order to benefit from further training and assist in the evaluation of their peers.

The demonstrated skills include:

- a. Identification of the needs of different types of learners in monolingual and multilingual groups
- b. Preparation of appropriate aims for a lesson or lessons and means of achieving them
- c. Identification and development of the learning styles and motivation of learners, establishing and maintaining rapport
- d. Organisation and management of the classroom, including whole-class activity, pair, group and individual work
- e. The ability to understand and adopt different teaching methods and styles for different learner groups and individuals, with respect to the principles of differentiated learning
- f. Management of learners' behaviour to encourage confidence, creativity and cooperation with other learners
- g. Understanding and developing the role of learners in contributing to their own learning programme through self-directed study and self-evaluation

- h. The ability to balance the requirements of accuracy and fluency as aims in teaching, including treatment of errors
- i. The ability to balance teacher-learner and learner-learner participation and to give clear instructions
- j. The ability to adapt and use print materials effectively in whole or in part; use of teachers' and students' books to complement main course-book
- k. Use of authentic and self-generated materials as aids to learning
- l. Use of teaching aids such as board, overhead projector, and audio equipment, and awareness of video and ICT (information and communication technology) to achieve learning aims
- m. Devising and playing simple language games to achieve learning aims
- n. Use of activities such as role-play, songs, jazz chants, verse and drama to achieve learning.

These outcomes will be achieved via:

a) 54 hours of input sessions

b) 6 hours of teaching practice

c) 4 hours guided observation of experienced teachers

d) Informal observations of experienced teachers

Each participant must complete a minimum of six hours' teaching practice with genuine English language learners. The classes must be with students of at least two different levels of ability. All six hours of the teaching practice will be with classes of six or more learners. ODILS will be responsible for the organization and provision of these classes.

4 hours of guided observation

All trainees must complete a minimum of four hours' guided observation of experienced teachers. You will be asked to record and reflect on certain aspects of each lesson observed, the content of this will comprise the guided observation journal.

The main assessed components of unit 1 and their weightings are:

- Teaching Practice, including lesson planning 50%
- Teaching Practice Journal 4%
- Guided Observation Journal 2%
- Course – book evaluation 1%

Means of Assessment

Trainees are assessed on their understanding and practical application of the course content, including the teaching of grammar and phonology during teaching practice and the compilation of **teaching practice** and **guided observation journals**. The final grade awarded for this component amalgamates not only grades or marks for actual teaching practice, which comprises the greater part of the weighting, but also the two journals. There will also be an exercise in course- book evaluation in Unit 1

UNIT 2: Language Awareness

This component of the Cert. TESOL course will be clearly integrated with the other four main components to enable you to contextualise the grammar, pronunciation and vocabulary issues in terms of learners' linguistic needs.

You will be made aware of the main current sources of reference and pedagogic material. You will be assessed on this component through a formal in-class test during the course.

Successful trainees must demonstrate the following learning outcomes progressively and in the context of what is an initial training course:

- a. An understanding of the basic relationship between meaning and linguistic and/or phonological form in British Standard English.
- b. An understanding of the principal concepts and terminology of both the linguistic and phonological structure of English.
- c. A recognition of current written and spoken usage and the ability to:
 - i) Describe these in terms of language skills and sub-skills
 - ii) Teach them in a communicative context
 - iii) Assess their learners' competence in these areas
 - iv) Develop their learners' skills in these areas within a language-learning syllabus.

These outcomes will be achieved via the delivery of the following syllabus

The following areas are seen as the basic framework within which the main phonological features of contemporary spoken English can be understood, and on which the learner outcomes are based. In line with Trinity requirements ODILS will be asking trainees to complete pre-course reading, and related tasks in these areas:

Section A: Linguistic Structure: form, function and usage

1. Grammatical terms and metalanguage

- a. Word classes and parts of speech
- b. Names of tenses
- c. Affixes
- d. Necessary terms related to other aspects listed below

2. Approaches to grammar and grammar teaching

- a. Different approaches to grammar
- b. Different current and historical approaches to grammar teaching

3. Basic structural and functional grammar of English

- a. Function and form of major verb forms: time-reference, aspect and modality
- b. Word building and lexical relationships
- c. Clauses and phrases
- d. Multi- word verb forms, infinitive and non-infinitive forms
- e. Sentence structure and basic features of discourse analysis

f. Main features of correlation between form and function

4. Register

- a. Principal grammatical and lexical differences between spoken and written language
- b. Principal features of formal and informal spoken language.

5. Self-awareness and self-evaluation

- a. Recognition of and corrective strategies for difficulties experienced by the trainee in producing the grammar, spelling and punctuation of British Standard English
- b. Evaluation of techniques for teaching form and function.

Section B: Phonology

1. Phonemes

- a. Consonants: place and manner of articulation, voicing
- b. Vowels: place and manner of articulation
- c. Diphthongs
- d. Phonemic symbols and phonemic realization of individual phonemes
- e. Correlation between sound and spelling

2. Word and phrase

- a. Word stress
- b. Pronunciation and grammatical forms (e.g. past tense -ed)
- c. Contractions, weak forms, strong forms
- d. Phonemic transcription of short items of connected speech

3. Sentence and discourse

- a. Tone groups, tonic stress and information focus
- b. Intonation: basic grammatical patterns
- c. Features of connected speech; for example: assimilation and elision, catenation, syllable and stress timing

The weighting breakdown for Unit 2 assignments is:

Section 1 (Grammar and Lexis Test)	6%
Section 2 (Phonology Test)	6%
English as a Global Language	1%

Also assessed in a practical context via the teaching practice and reflections in **the guided observation journal.**

Unit 3: Learner Profile

You will be required to demonstrate the ability to draw up a simple linguistic profile and needs analysis for one learner of English on the basis of 1 or 2 interviews totaling between 60 and 90 minutes, and a sample of the learner's written work, which may include diagnostic tests. You will then follow this up by preparing and teaching up to 3 lessons totaling 45-60 minutes.

(These lessons do **not** count as one of the six hours of observed and assessed teaching practice.)

The student profiled should not be a spouse, a relative or a learner who presents inappropriate profiling challenges. You will be given guidance on how to select them and how to organise the assignment.

You will be also sensitised to the particular requirements of one-to-one interviewing and teaching, where empathy with one learner is especially important.

For marking purposes the Assessment will be divided into four sections, reflecting the Trinity required components:

1. Description of learner's cultural and social background.
2. Evaluation of learner's current linguistic proficiency
3. Lesson plans and evaluation of three lessons with the learner
4. Recommendations for learner's future development.

This assignment carries 11% of the final mark.

The Assignment must obtain 50% of the available marks in order to pass.

Unit 4: Materials assignment

This unit is externally assessed by a Moderator.

It comprises 11% of the final mark and is designed to enable you to demonstrate the following outcomes:

- The ability to plan, produce, use and evaluate simple classroom teaching materials and the accompanying tasks
- The ability to produce a written rationale for the choice and development, and evaluation of the effectiveness, of the materials
- The ability to propose adaptations to these materials in the light of experience of using them with real learners in teaching practice
- The ability to propose adaptations to these materials for an alternative purpose, teaching point or group of learners.

Preparation for Unit 4

a. The materials:

Trainees choose as a focus for their assignment a compilation of two pieces of material and accompanying tasks used in teaching practice. They should include material, which has worked in part at least quite well and another material, which has worked in part less well.

b. Focus for the assessment interview:

You will be expected to produce a written rationale and evaluation for each of the two pieces of material. **The rationales and evaluations constitute the focus for the interview. In addition the moderator invites trainees to give an oral appraisal of the overall benefits of the assignment** and an appraisal of any insights gained into teaching as a whole. This appraisal may relate to any of the following:

- classroom management
- lesson planning
- learners' motivation
- selection and appropriateness of materials
- lesson pacing.

The focus of Unit 4 is the rationales and evaluations, not the quality of the materials themselves. (Course tutors will have assessed the materials themselves when they evaluate lesson plans and teaching practice within the framework of Unit 1.)

Moderators may comment on the quality of materials based on their sampling of teaching practice journals, and in the overall moderation report. The pass criteria for Unit 4 include a reference to the motivational aspect of materials, which can include the overall quality of presentation.

Status of moderators' assessments:

The moderator may not fail trainees on Unit 4, but may recommend a fail on the course overall depending on the assessment of trainees' other assignments including teaching practice. A trainee may normally be referred on a maximum of two Units, including Unit 4, if referral is thought appropriate rather than fail. A trainee will normally only be referred on more than two Units if there are extenuating circumstances such as illness of the trainee or their family; bereavement; accident etc. Circumstances, which might not prove critical in a long part-time course, may prove critical in a short intensive course. Where trainees are referred on Units 1, 2, 3, 5 or any combination of these, their work is re-assessed by Course Director/tutors in the usual way.

Unit 5: Unknown language

You will be taught an unknown language at beginner level and in a communicative context. This unit is designed in order for you to experience, from the receiving end, some of the methodology you will be learning about in input sessions, and using yourself during teaching practice. You will establish and record your feelings and experiences as a learner, and the ways in which different methods and techniques result in successful learning, through a written journal. The Journal will be assessed via the pass/referral/fail grading model.

You will be expected to demonstrate the following learning outcomes in the context of initial training:

- a. Awareness of the learning experiences and feelings of the learner being taught a new language, with little or no use of the learner's first language
- b. Ability to identify the aims and objectives of the lesson and identify the ways in which these were or were not achieved through the methodology, materials and class management techniques employed
- c. 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, i.e. not an invented or computer language. This language should normally be one previously unfamiliar to the trainee. Where a lesser-known language is chosen, and it transpires that a trainee has some prior knowledge of it, ODILS, as the course provider may agree a different level of activity and journal for that trainee to complete.

Assessment

Trainees are not assessed on the volume or accuracy of language learned but on the accuracy of analysis and the reflective nature of the journal. Trainees will be 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: they may need help with specific terminology.

The important parts of the assignment are the accuracy of the trainees' analysis and the reflective nature of the journal. There is an input session at the beginning of the course to ensure that the trainees are familiar with all the assignment requirements

Forms of assessment used during the course:

- Some limited formal grading and marking of written, practical and oral work (grades A-E with C as a pass), mostly for homework assignments.
- Written and verbal commentary on written, practical and oral work
- Written and oral test grades: pass/referral/fail for language awareness sections
- Marking certain assignments in relevant % proportion or giving points (e.g. see Learner Profile Mark Sheet).
- Teaching practice is assessed via the journals (TP & GO) and by means of pass/ referral/ fail on practical delivery.

Self-evaluation will be developed throughout training so that trainees learn:

- To discriminate between their own and others strengths and weaknesses, and
- To adopt a self-critical approach in order to become relatively self-reliant and confident.
- The emphasis in course content, delivery and assessment is expected to be on the practical with sufficient theoretical underpinning as is appropriate to this level of trainee. All assessment will be combined with comprehensible feedback enabling trainees to build on current achievements for their future development.

List of assignments for the course

The following assignments should be completed for this certificate:

A) Internally assessed:

- Three journals:

1. **The Teaching Practice Journal (Unit 1)**
2. **The Guided Observation Journal (Unit 1)**
3. **The Unknown Language Journal (Unit 5)**
4. **Assignment for Unit 1: Course-book analysis**
5. **Test for Unit 2**
6. **Assignment for Unit 2: English as a Global Language**
7. **Learner Profile Assignment (Unit 3)**

B) Externally assessed:

15 minute interview (plus five minutes given for reading of the assignment) based on Unit 4 two written assignments (see attachment 4).

C) Homework

Primarily based on units 1&2 input sessions

Overall assessment criteria

Grading and marking schemes will be based on the following overall assessment criteria, as suggested by Trinity.

	Pedagogic skills	Communicative skills	Analytical and reflective skills
Pass	A convincing demonstration of appropriate classroom techniques, fully informed by an understanding of the subject matter incorporating to a satisfactory level all relevant evidence listed on feedback sheet.	Clarity of presentation involving a range of communication techniques suitably related to audience and purpose.	Awareness of context coupled with detailed preparation and an understanding of both the teaching content and the process of learning incorporating to a satisfactory level all relevant evidence listed on feedback sheet.
Referral	Some evidence of the appropriate techniques and understanding, but not without defects: additional evidence required in order to confirm a pass.	General evidence of the ability to communicate effectively and appropriately but not without defects: additional evidence required in order to confirm a pass.	Some evidence that context, content and the learning process have been understood: additional evidence is needed to confirm a pass.
Fail	Limited demonstration of the classroom techniques required and/or the necessary knowledge and understanding: not yet ready to take independent charge of a group of learners.	Communicative intention inappropriate or inconsistently pursued, or poorly executed so that the communication of content is not achieved.	Evidence that the educational context and/or the teaching content and/or the process of learning are not sufficiently understood for adequate learning to take place.

Additionally, we will also use the following assessment criteria specifically for **Unit 1: TEACHING SKILLS**

	Methodology and Class Room management	Linguistic skills	Communication skills
Pass	Understanding of, and ability to put into practice, contemporary TESOL approaches, methodologies and management skills in a manner appropriate to lesson aims, and to the learners' background and learning objectives; eliciting; sequencing activities; pacing; timing; The ability to use materials and teaching aids with technical competence, imagination and awareness of how they meet learning requirements.	Effective personal use of English in all four skills, contributing to accurate presentation in both classroom and non-classroom contexts. Awareness of the key features required of course book and print materials in relation to presentation of form and function, as well as attractiveness and user-friendliness for both teachers and learners	Knowledge of the language combines with skills in personal use to enable the teacher to demonstrate and explain language structure and use, and to evaluate the language performance of others convincingly and in engaging manner; rapport; use of pair and group work
Referral	Extensive evidence of the appropriate familiarity and understanding, but additional evidence is required (and can be easily confirmed) in specific areas in order to award a pass	General evidence of fluent and accurate use of the language, but some defects which when drawn to the attention of the teacher can be corrected	General evidence of the communicative competence required, but additional evidence is required in some limited areas and can be readily provided
Fail	Limited demonstration of the familiarity and knowledge required: or rote learning of the curriculum is not underpinned by a personal understanding of how English is structured and used.	Personal use of English is inadequate, in one or more of the four skills, for the demanding role of demonstrating and teaching the language and evaluating/improving its use by others	The teacher's knowledge of and skills in English are not deployed with confidence, fluency, relevance and sensitivity to learner needs; with the result that learning is not consistently facilitated

Supplementary notes on Professional Awareness and Development

Successful trainees must demonstrate:

Awareness of the needs of all colleagues in the team, teaching and non-teaching, and the value of mutual support in the teaching-learning-training environment. Furthermore, you must demonstrate an 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 behaviour:

- a. Willingness to attend all parts of the course (allowing always for absence due to unexpected illness, accident or bereavement)
- b. Ability to complete all assessments including teaching practice and hand in assignments at the required times unless you reach a prior agreement with your tutor
- c. Ability and willingness to contribute actively to group and workshop activities
- d. Willingness to respect the contributions and work of other trainees and your tutors
- e. Willingness to respect learners' contributions to the teaching.
- f. Willingness to respect the contribution of the non-teaching, non-tutoring staff to the training programme
- g. Ability and willingness to take note of feedback on your performance and work with your 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 the principal sectors of employment in their field and the most common and reliable means of obtaining information on employment and employers. You will 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, e.g. EL Gazette (EL Prospects); the Guardian (Tuesday and Saturday editions) and the Guardian Weekly.

Early Warning

If the course tutors consider that any trainee will not or may not reach the standard required to pass the course, clear warning of your lack of progress will be given to you verbally and in writing. This warning will explain clearly how your performance risks falling short of the required standard. Any interim marks or grades awarded will be made known to you to enable you to evaluate and improve your performance.

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** circumstances (illness, bereavement, etc.) may have a decision on their performance deferred until they can attend a moderation on a later appropriate occasion. Your work will normally be moderated within two months of the end of the course.

Special needs, equal opportunities

ODILS has a clear policy on special needs and equal opportunities.

EQUAL OPPORTUNITIES CODE OF PRACTICE

ODILS believes in treating people equally and with respect. This means treating people as individuals.

'EQUALITY' INCLUDES:

- Giving opportunities to all
- Providing access to education, training, services and facilities
- Taking positive action to address imbalances or under-representation

'RESPECT' INCLUDES:

- Celebrating differences and promoting diversity
- Refraining from using language or behaviour that might cause offence
- Valuing each individual and their unique circumstances

'INDIVIDUALITY' INCLUDES:

- Accepting that each person has their own set of personal circumstances, backgrounds and cultures
- Ensuring that individuals do not experience discrimination or harassment as a result of these.

ODILS' policies and equal opportunities will be implemented throughout the programme, at interview and selection of candidates and in the delivery of modules and in assessment. Prospective trainees with special needs will be encouraged to discuss their requirements with the school and the means by which the trainee and ODILS can make special provision so that the trainee will have the opportunity to follow the course and have a reasonable opportunity of completing the required assignments to the necessary standards.

If you have any special needs, we will be able to deal with them professionally to incorporate your requirements accordingly. We understand that we must make it possible for the tutors and you to be

able to work together in such a way that you are able to follow the course and have maximum opportunity to complete the required assignments, including teaching practice, to the necessary standard.

In making disability and special needs provision, we bear in mind the usual requirements of both language learners and the teaching organisations that employ teachers of English.

Details of what provision is to be made will be communicated to Trinity before the applicants are accepted on the course.

Applicants who are disabled or who have special needs (including those registered blind, partially sighted, deaf or hearing-impaired, or those with other disabilities) must demonstrate that they can handle, supplement or provide effective substitutes for the usual range of language teaching equipment in the classroom, such as board, audio and video equipment. All trainees must be able to identify individual learners and correct their spoken and written work on the spot.

Applicants with a condition such as dyslexia or difficulties with reading or writing skills, must supply a report from an educational psychologist (a chartered educational psychologist, a full or affiliate member of the Association of Educational Psychologists or a person employed by a local education authority as an education psychologist).

Reports from psychologists of other disciplines (e.g. clinical) are not accepted.

There are many different manifestations of dyslexia and it does not necessarily affect only reading and writing skills. It can also affect short-term memory, spatial awareness and labelling skills. Many dyslexic trainees will have developed or will be able to develop strategies to cope with their dyslexia, and it need not necessarily be a barrier to full participation in a course.

There is no fixed extra-time allowance for teaching practice or the completion of assignments for trainees with special needs; extra time, where necessary, will be agreed between individual trainees, ODILS and Trinity, according to the nature of the disability or special needs.

ODILS will inform the Head of TESOL at Trinity of any trainees known to have special needs at the start of their training.

The pedagogical practice of ODILS, which recognizes diversity and respect for the individual and fairness of treatment, is presented to candidates as proper professional practice. Equal opportunities practice in relation to inclusion will permeate all teaching and learning.

Policy on Inclusion and Diversity.

It is Open Doors policy to ensure that all management and staff have significant understanding of learners' background, values and parameters and a solid trusting relationship in order to ensure open conversations and informed choices about the learner's options.

Other approaches to support this include:

- Making sure all learners are treated with dignity and respect;
- ODILS are always considering ways in order to develop ways to support learners in realising their potential and achieving 'self-actualisation'.
- Understanding the impact of different cultures on learning and teaching styles, and curriculum planning;
- Being aware of festivals and ways to work them into the curriculum, lesson planning and schemes of work;
- Developing core competencies for all tutors in valuing difference and diversity;
- Ensuring learners have access to a range of tutors from a variety of cultural backgrounds.
- Engaging in ongoing training, support and continuous professional development; and
- Providing interactive support to enhance lesson planning such as websites, CDs and classroom materials.

Cultural and religious needs:

As a provider ODILS always ensure to meet the specific cultural and religious needs of learners, and ensure that these are taken into account during curriculum planning and in teaching,

- making sure that staff understand the specific learning needs of black and minority ethnic.
- Using legislation to ensure that staffing is representative of the learners that services are being provided to; and
- Supporting continuous professional development for all staff.
- Learning is community-based.
- All staff, irrespective of race or religion, demonstrates a full commitment to helping all learners realise their full potential.
- Staff are aware knowledgeable about the local community and long experience of providing community-based services. And offering a more culturally diverse curriculum.
- Re-thinking teaching methods and taking into account that learners from certain black and minority ethnic groups are often used to teaching and learning styles, which differ from those of European adults.
- Getting to know learners better and finding out more about their background.
- Interacting more with learners.
- Widening out Euro-centric viewpoints: tutors should make themselves more culturally positive.

Equality and diversity in curriculum development, design and delivery

The curriculum can be a powerful tool for engagement and drawing on providers' direct experience; we know that successful inclusive curriculum planning includes the following features:

- Curriculum planning that takes account of equality and diversity issues, aiming to be inclusive wherever possible through schemes of work, guidance to staff and curriculum audits for equality.
- Curriculum delivery that provides opportunities for learners from different backgrounds, cultures, class and status to use their existing knowledge and experience to contribute to learning, and makes it clear that these contributions are valued.
- ODILS staff ensures that the curriculum and its delivery are accessible to a diverse range of learners.
- Regular and systematic reviews of all learning materials to ensure that they contain no bias or negative stereotypes.
- Staff at all levels actively promoting equality and diversity in teaching and learning through the teaching methods used and through the choice of curriculum content.

REQUIRED BOOKS / MATERIALS

The following books / materials are needed for the course:

Harmer, J (2001) 4TH edition. *The Practice of English Language Teaching*, London; Longman

Swan, M. (1995) 3rd edition. *Practical English Usage* Oxford: OUP

Kelly, G. (2000) *How to Teach Pronunciation*: Pearson Longman

Pre-Course Reading List

Harmer, J (2001) 4TH edition. *The Practice of English Language Teaching*, London; Longman

Swan, M. (1995) 3rd edition. *Practical English Usage* Oxford: OUP

Some useful web-links

Skills for Life ESOL packs available to download FREE OF CHARGE from www.dfes.gov.uk/readwriteplus;click on 'teaching & learning' and follow the links for ESOL

www.basic-skills.co.uk

www.dfes.gov.uk/readwriteplus

www.niace.org.uk

www.talent.ac.uk

BIBLIOGRAPHY

Trinity suggests the following reading list as being useful to learners studying towards the Level 5 Certificate TESOL:

GENERAL REFERENCE

Aldridge, F (2001), *Divided by Language*, London: NIACE

Bryham, M. & Morgan C. and colleagues (1994), *Teaching and Learning Language and Culture*, Clevedon: Philadelphia Multilingual Matters

Carter, R and Nunan, D (2001), *The Cambridge Guide to Teaching English to Speakers of Other Languages*, Cambridge: CUP

Crystal, D (1990) *The English language* Cambridge: CUP

Crystal, D (1990) *The Cambridge Encyclopaedia of English Language* Cambridge: CUP

GRAMMAR REFERENCE:

Crystal, D (1996) *Rediscover Grammar* Harlow: Longman

Crystal, D with Barton, G. (1996) *Discover Grammar* Harlow: Longman

Leech, L. & Svartvik, J. (2003) *Communicative Grammar of English* Harlow: Longman

Thomson, A.J. & Martinet, A.V. (1987) *A Practical English Grammar* Oxford: OUP

SECOND LANGUAGE REFERENCE

Faerch, C, Haastrup K., Phillipson R. (1984) *Learner Language and Language Learning*, Clevedon: Multilingual Matters

Fowler, R (1991) *Language in the News: Discourse and Ideology in the Press* London: Routledge D (1993) *2nd Edition Varieties of English*, Basingstoke: Palgrave

Lightbrown, P M Spada, P (1999), *How Languages are Learned*, Oxford: OUP

O'Malley, J M Chamot, A U, *Learning Strategies in Second Language Acquisition* (1990), Cambridge; CUP

PRONUNCIATION REFERENCE:

Hancock, M. (2003) *English Pronunciation in Use* Cambridge: CUP London; the Falmer Press

Kenworthy, J. (1987) *Teaching English Pronunciation* London: Longman Hemel Hempstead; Prentice Hall Europe

Roach, P. (2000) *English Phonetics and Phonology* Cambridge: CUP

GENERAL READING:

Naiman, N, Frolich, M, Stern, H, Todesco A (1996), *The Good Language Learner*, Clevedon: Multilingual Matters Ltd

Nunan, D. (1993) *Introducing Discourse Analysis* Harmondsworth: Penguin English

Nunan, D (1988), *Language Teaching – a scheme for Teacher Education – Syllabus Design*, Oxford: OUP, Longman

Swan, M. (2001) *Learner English* Cambridge: CUP

Swan, M. (1995) *Practical English Usage* Oxford: OUP

Swan, M and Smith, S (2001) *Learner English, Cambridge Handbooks for Language Teachers 2nd Ed.*, Cambridge: CUP

Journals

English Teaching Professional

Language and Education

Language Awareness

Multicultural Teaching

The Modern Language Journal

NATECLA newsletters

Where to find us?

Open Doors Hope Centre (PDC)
28 Woodland Terrace Lane
Plymouth PL4 8QL

01752 258770



Declaration

I have read and understood the contents of this handbook. I accept the commitments and agreements required to participate in the Trinity Certificate TESOL, with Open Doors International Language School as provider. I agree to being photographed and video filmed for training purposes.

TRAINEE NAME:

TRAINEE SIGNATURE:

DATE:

**It is one of the Pre-course requirements that you should read this handbook and work on the tasks outlined within it.
This page with your signature will be collected at induction**