



TEFL (TRINITY CERTTESOL) COURSE SYLLABUS

Spring 2017

TRINITY
COLLEGE LONDON

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TEFL (Trinity CertTESOL) Course Syllabus

Course Description

This entry-level course is an intensive TEFL (Teaching English as a Foreign Language) course which includes a minimum of 29 hours of observed teaching, a Trinity CertTESOL module and a professional development module. This course provides entry level teachers with a strong set of practical teaching skills to aid them in the sound application of contemporary language teaching methodology reinforced by the EFL knowledge imparted by the Trinity CertTESOL certificate. Student Teachers put theory into practice during their teaching practice sessions and develop their knowledge through observations of fellow Student Teachers and experienced Course Tutors and Senior Teachers within the Austrian state school system. This course has a special emphasis on cutting-edge communicative language teaching (CLT) methodologies and is separated into a practical, a theoretical and professional development module. In the practical module, Student Teachers are introduced to communicative language teaching methodology and the project-style ESL teaching program used by the organisation in Austrian schools which primarily focuses on improving learners' speaking and listening competences. During this module, Student Teachers practice classroom management skills and learn how to solely use the target language to create an immersion environment. In the theoretical module, Student Teachers complete the requirements of the Trinity CertTESOL certificate, giving them foundational-level EFL knowledge. This module is externally moderated by Trinity College London. The final module consists of reviewing lesson plans, materials rationale, post-lesson reflections, CV sessions, the job placement programme as well as a research element. Successful Student Teachers are awarded a TEFL certificate including the Trinity CertTESOL and Red Cross First Aid certificates.

Course Organisation

The course takes place within the framework of a 14-week to 18-week intensive EFL teaching placement, giving Student Teachers extensive practical teaching experience in Austrian schools to complement theoretical seminars and workshops. The placement also consists of training in the use of a Virtual Learning Environment (VLE) and provides regular opportunities to put theory into practice in the College's own VLE. Please note that the official add/drop deadline for late arrivals from the waiting list is Monday of week three of the course.

Teaching Practice

Teaching practice is an integral element of teacher training. It grants Student Teachers experience in the actual teaching and learning environment. The College works with national, state and local Austrian education authorities to provide teaching practice sessions with authentic Austrian students in real Austrian classrooms, while our ABCi community outreach programme simultaneously helps implement part of the Austrian national curriculum. The College's scholarship program is structured in such a way so as to ensure that the costs of running the courses are partially subsidized by the work of the College's ABCi Initiative and helps ensure that students are granted a place based solely on their academic merit. Please note that suggested programming is provided for teaching practice sessions (both observed and unobserved) and the College encourages Student Teachers beginning their careers in teaching to follow this programming and not implement their own original lesson planning and/or to experiment with modifications to existing lesson plans until they are confident with the existing activities and have consulted with a Course Tutor. This normally takes place during the second module. All courses include the opportunity to teach learners from ten to fourteen years of age and most courses include the opportunity to also work with learners from as young as eight through to adults. Once Student Teachers pass the first module (which has a greater emphasis on observing more experienced teachers and peers), formal observations occur in specified lessons, please see appendix three for more details.

Course Prerequisites

Candidates for this course must, as a minimum, be at least 18 years old, hold qualifications which would allow them entry into higher education in their home countries (for example, A-levels or equivalent) and be able to speak English at a native-speaking level to be eligible for this course. An ideal candidate would have a bachelor's degree (not necessarily in education) and experience working with young learners (particularly experience in non-traditional teaching environments, such as summer camps, youth groups or outdoor education). Due to the intensive nature of the course, Student Teachers need to be motivated and have a strong drive to enter into the ESL industry as a teacher. Successful Student Teachers must work as a team with all staff, teaching and non-teaching, and value mutual support in the teaching, learning and training environment. They must also show a constructive response to critical feedback and be open to new ideas from tutors and peers.

Course Content

Practical Module: Young Learners and Project Work (Weeks 1 – 4)

Unit 1: Communicative Language Teaching Skills

- Technology and English: Using a Virtual Learning Environment (VLE)
- Understanding and Executing Lesson Plans
- Classroom Management
- Young Learner Behaviour Management 1
- Administration and Paperwork
- Seminar on Increasing Pupil Talk-Time and Decreasing Teacher Talk-Time
- Understanding and Executing Lesson Plans
- A1 Learners
- Classroom Safety, Safeguarding and Child Protection
- Introduction to the Guided Observation Assignment
- How to Conduct an Observation
- Introduction to Young Learner Behaviour Management
- The Teacher as Input: Using the Target Language to Create an Immersion Environment
- Professionalism in the Workplace and Teacher Etiquette
- Guided Observation Workshop 1

Unit 2: Project Work with Young Learners

- Songs in the EFL Classroom
- CLT Seminar
- The Physical (Bodily-Kinaesthetic) Learning Style
- Project Teaching (Task-Based Learning)
- Young Learner Behaviour Management 2
- CLT in Practise
- Using Worksheets to Elicit Spoken Production
- Guided Observation Workshops 2-5

Unit 3: Lesson Planning that Motivates Young Learners

- Introduction to Error Correction and Giving Feedback
- Young Learner Behaviour Management 3
- Introduction to Teaching Young Learners

Unit 4: Teaching Young Learners

- Lexis and Word Formation
- Writing Your Own Lesson Plan
- Introduction to the Austrian School System and Different Learner Types
- Young Learner Behaviour Management 4
- Introduction to the Theoretical (CertTESOL) Module
- Differentiation Workshop

Theoretical Module: Trinity CertTESOL (Weeks 4 – 14)

Unit 1: Teaching Skills

- Receptive Skills- Reading
- Teaching Lexis
- Effective Scaffolding
- Using TESOL Metalanguage
- Unknown Foreign Language Lessons 1-4
- Introduction to Language Awareness
- Guide to Completing the Unknown Foreign Language Assignment
- Introduction to the Unknown Foreign Language Assignment

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Unit 2: Teaching Skills and Lesson Planning

- Productive Skills - Speaking
- Giving Instructions and Instruction Checking Questions (ICQS)
- Concept Checking Questions (CCQS)
- Introduction to Game-Based Learning
- Teaching Functional Language
- Giving Feedback in the Classroom
- Parts of Speech and Syntax
- Introduction to the Materials Assignment
- Introduction to the CEFR

Unit 3: Language Awareness for the Classroom

- Tense – Time and Aspect
- Roleplaying and Drama in the EFL Classroom
- Mid-Module Tutorial
- Present Tenses
- Past Tenses
- Productive Skills – Writing
- Introduction to Language Awareness for the Classroom
- Future Tenses

Unit 4: Assessing Learner Needs and Characteristics with Phonology

- Receptive Skills - Listening
- Zero and 1st Conditionals
- Introduction to the Learner Profile
- Modal Verbs
- Intonation
- Connected Speech
- Introduction to Phonology and the IPA Chart
- 2nd and 3rd Conditionals
- How to Conduct a Learner Assessment
- Needs Analysis Interview
- Stress and Un-Stress in Words

Unit 5: Assessment in ELT

- Teaching 1-on-1 lessons
- Interference of L1 and L2
- Language Awareness Exam Review
- Assessing Course books
- Introduction to the Mock Interview
- Special Education Needs (SEN)
- 1-on-1 Lesson with Learner
- Review of Major Public Exams in ESL
- Introduction to the Trinity College London Moderation

Unit 6: Introduction to Professional Development

- Mock Moderation Individual Interview
- Introduction to the Professional Development Module: Independent Activity Design and Lesson Planning
- Introduction to Careers in ELT and Continued Professional Development (CPD)
- Synergies between L1 and L2 Acquisition
- Organisation of CertTESOL Assignments

**The assignments for the CertTESOL module, except for the materials assignment, are marked internally and reviewed by a member of the Trinity moderator's panel at the end of the module. The moderator externally assesses the work for the materials assignment through a written assignment and an individual interview.*

Professional Development Module: Independent Activity Design and Lesson Planning (Weeks 14 - 15)

- Using Your Teaching Portfolio for Your EFL Career
- Research and Publishing in EFL
- Job Placement Program: CV, Portfolio, Application and Careers Counselling
- Careers in EFL

Course Attendance

Attendance is expected at **all** course events. Student Teacher success on the course is dependent on their participation level. Missing course seminars, workshops, teaching practice or other scheduled course events without submitting a request form for an excused absence in advance with supporting documentation will result in a lowering of the Student Teacher's final grade and each absence is reported on the Student Teacher's final TEFL-YL certificate. If a Student Teacher misses more than 25% of course time for any reason, this includes Professional Development days (see below) and days absent due to illness or other reasons, they automatically fail the course. **Student Teachers must complete the entire course to be eligible to receive all certificates and certifications.**

Academic Notices

The English Teacher Training College's academic notice system is used during Module 1. If a Student Teacher is underperforming during the formative teaching practice, including drop/in observations, an academic notice will be issued. Three academic notices accrued during a module results in dismissal from the course. Senior Teachers (and any staff member out in the field) will be doing a total of 60 minute drop-in observation each week for each ST at their projects. If they are not keeping to the programming/keeping ABCi standards, this results in an academic warning. See Student Teacher Handbook for more information.

Student Teacher Warnings

The English Teacher Training College has a clear warning system in place to ensure the professionalism of its Student Teachers, quality of teaching and the integrity of its TEFL courses and community outreach programme, ABCi. Student Teachers will automatically be asked to leave the course if **three Student Teacher Warnings** are issued through the duration of a course. *Student Teacher Warnings* are issued as a result of non-course related inappropriate behaviour (see the Student Teacher Handbook for examples), and/or repeated "Below Standard" academic performance (being graded as E for a lesson or assignment and/or not implementing feedback).

NOTE: Three Student Teacher Warnings across the duration of the course break the Student Teacher contract. If the Student Teacher contract is broken, Student Teachers must **immediately** leave the course.

Professional Development Days (PD Days)

Student Teachers may be allocated Professional Development days and are expected to be on campus Monday to Thursday from 9:00am to 6:00pm and Friday from 8:00am to 5:00pm and are expected to use these PD days to complete course work and prepare for upcoming lessons. On a PD day, it is the Student Teacher's responsibility to:

- Make sure they have the relevant course material (requested from the Course Tutor or course staff the day before).
- Review the suggested lesson plans for their upcoming teaching practice.
- When scheduled, gain teaching practice hours conducting online lessons on the VLE.
- When scheduled, gain teaching practice hours with adult learners in an evening class.

Course Texts

Compulsory readings are listed by week in the online course classroom. These readings are to be completed in a timely manner to ensure Student Teachers stay up-to-date with the theoretical content of the course.

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Student Teachers are **required** to have access to their own copies of the following book during the course:

- Scrivener, J. (1994) Learning Teaching. A guidebook for English language teachers. Oxford: The Bath Press.

Recommended reading:

- Austrian Department of Education (2015). Overview of the English Syllabus
- Bonwell, Charles C., and James A. Eison (1991). Active Learning; Creating Excitement in the Classroom. ASHE-ERIC Higher Education Report No. 1. Washington, D.C.: The George Washington University, School of Education and Human Development.
- Harmer, J. (2007). The Practice of English Language Teaching (fourth edition). Harlow: Pearson Education Limited.
- Lewis, G. and Bedson, G. (1999). Games for Children. Oxford: Oxford University Press.
- Murphy, R. (2007). Essential Grammar in Use. Cambridge: Cambridge University Press
- Murphy, R. (2012). English Grammar in Use. Cambridge: Cambridge University Press
- Phillips, S. (1993). Projects with Young Learners. Oxford: Oxford University Press.
- Scrivener, J. (1994). Learning Teaching. A guidebook for English language teachers. Oxford: The Bath Press.
- Swan, M. and Smith, B. (eds) (2001). Learner English (second edition) Cambridge: Cambridge University Press.

Course Assessment

Student Teacher performance throughout the entire course will be indicated on the back of their final certificate. Please note that due dates are subject to change and Student Teachers are communicated this via the online course calendar.

- **Practical Module 1** **10%**
 - (10%) Observation tasks
- **Theoretical Module 2** **75%**
 - (25%) Teaching Practice Assessment
 - (10%) Observation tasks
 - (5%) Unknown Foreign Language Journal
 - (5%) Guided Observation Journal
 - (10%) Learner Profile
 - (10%) Materials Assignment (Externally Assessed)
 - (10%) Trinity CertTESOL Language Awareness Exam
- **Professional Development Module 3** **15%**
 - (15%) Teaching Portfolio

Observation Tasks:

The observation tasks are to be completed and uploaded to the online course classroom by the due deadline listed in the appendix at the end of this syllabus. In order for a Student Teacher to pass this module, all module assignments must be passed, either during the module or as a result of a resubmission of the assignment to the required standard. Assignments not submitted by the due date are automatically awarded an "E" grade. The maximum grade for resubmitted assignments is "C".

Teaching Practice Assessments:

By the end of the course, Student Teachers will have had a minimum of twenty nine (29) hours of documented observation. These observation hours are divided into the following:

- *Type 1: Observation of a more experienced teacher**

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- *Type 2: Peer observation**
- *Type 3: Observed by a more experienced teacher*
- *Type 4: Micro-Teaching*

*NB: It is each Student Teacher's responsibility to have these feedback forms with them at all times.

A pass is a "To Standard" grade (either an A, B or a C). A "Below Standard" grade is a D or an E. If a Student Teacher is not present, they are automatically awarded an E and fail that observed lesson. If a Student Teacher receives a "Below Standard" grade the following procedure begins:

1. First "Below Standard" = no immediate impact and no need to redo the lesson
2. Second "Below Standard" = Student Teacher must re-do the teaching practice lesson to pass this unit of assessment.
3. Third "Below Standard" = Student Teacher must re-do the teaching practice lesson to pass this unit of assessment.
4. Fourth "Below Standard" = Student Teacher fails the module. No opportunity to redo the lesson.

"Below Standard" lessons may only be re-done once. See figure 1.1 in Appendix 1 for a set of grading descriptors. At the end of each module, course tutors send the Director of Studies a Student Teacher teaching practice assessment which counts towards their overall grade for this unit of assessment. See Appendix 1 for a sample teaching practice assessment form. Assessment results are published at the College at the end of each module.

Micro-teaching:

Micro-teaching is a teacher training technique in which the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their teaching technique. Micro-teaching was invented in the mid-1960s at Stanford University by Dr. Dwight W. Allen, and has since been used to develop educators in all forms of education. After the lesson, the teacher, teaching colleagues, and a senior teacher view the video and comment on what they see, referencing the teacher's learning objectives. Viewing the video and getting comments from colleagues and students provides teachers with an often intense "under the microscope" view of their teaching.

**Note: These observed lessons comprise a separate unit of assessment and are different to the CertTESOL teaching practice requirement of the course that is outlined in Unit 1: Teaching skills in the Theoretical Module.*

Trinity CertTESOL Assignments:

In order for a Student Teacher to pass this module, all module assignments must be passed to the required standard (A-C). Assignments not submitted by the due date are automatically awarded an "E" grade. The maximum grade for resubmitted assignments is "C".

The assignments to be completed and passed are as follows:

1. Unknown Foreign Language Journal
2. Guided Observation Journal
3. Learner Profile
4. Material's Assignment

Resubmission:

If a Student Teacher's assignment is not "To Standard", the Student Teacher will be notified within a week of the assignment's due date. The Student Teacher has one week to resubmit the assignment. The maximum grade awarded for a resubmitted assignment is a "C". An assignment

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can only be resubmitted once. If an assignment is not "To Standard" after being resubmitted an Emergency Tutorial will be arranged to discuss possible options.

Referral:

The external moderator from Trinity could refer a Student Teacher on an assignment or assignments which not reach minimum requirements. Student Teachers are allowed a maximum of three referred units, as long as one of these is the Materials Assignment. Without the Materials Assignment, the maximum number of referred units is two. If a Student Teacher is referred on more than the aforementioned assignments then they have failed the course. Student Teachers will be charged a referral fee of 35 pounds for each referred unit.

Deferral:

A Student Teacher who has completed all the assignments including teaching practice but is unable to attend the moderation visit as a result of exceptional extenuating circumstances may defer until they can attend a later moderation within two months of the end of the course.

Trinity CertTESOL Language Awareness Exam:

Student Teachers must achieve a 'C' or higher to pass.

60 – 69% = 'C'

70 – 85% = 'B'

86– 100% = 'A'

Time allowed: 60 minutes

Any questions left unanswered after 60 minutes will be marked incorrect.

Student Teachers whose exams are not to standard are allowed to re-sit an alternative exam.

Teaching Portfolio:

The teaching portfolio consists of past lesson plans, materials rationale, post-lesson reflections, a CV, and an optional 500 word research paper. In order for a Student Teacher to pass this module, all module assignments must be passed, either during the module or as a result of a resubmission of the assignment to the required standard. Assignments not submitted by the due date are automatically awarded an "E" grade. The maximum grade for resubmitted assignments is "C".

Trinity College London Certificate in Teaching Speakers of Other Languages (CertTESOL)

The course includes preparation for and examination in the Trinity CertTESOL. It is designed for those with little or no experience of teaching English. It equips ESL teachers with the skills and knowledge needed to begin their career as an ESL teacher. The course provides an introduction to the theory and practice of English teaching and an insight into the challenges facing the learner and the role of the teacher. The course provides candidates with an internationally recognised entry-level certification. The College provides Student Teachers with a unique opportunity to teach in real classroom settings combined with ongoing observation tasks and theoretical input sessions. As an official Trinity CertTESOL provider, the College prepares Student Teachers for successful completion of the certificate.

Appendix1: Teaching Practice Assessment Grading Descriptors

CRITERIA: LESSON PLAN	OBSERVED LESSON FEEDBACK				
	To Standard			Below Standard	
	A	B	C	D	E
prepare appropriate aims for a lesson or lessons and means of achieving them	All lesson aims/learning outcomes clearly identified with thorough evaluation of their realization.	Lesson aims/learning outcomes generally identified with clear corresponding evaluation of their success.	Several lesson aims/learning outcomes remain unidentified or unclear and are not always evaluated.	Lesson aims/learning outcomes basically unidentified with very little attempt to assess why/why not they were achieved.	No attempt to satisfy course criteria
identify the needs of different types of learners in monolingual/multilingual groups	Clearly identifies the needs of different types of learners giving examples of differentiation in the procedural details stages of the plan.	Shows good understanding of the needs of different types of learners with some examples	Generally identifies a basic understanding of the needs of different types of learners but without exemplification	Fails to identify any needs of different types of learners	As above.
identify and develop the learning styles and motivation of learners	Full insight into learning styles and motivations of learners which is evidenced in the plan.	Provides some evidence of learning styles and motivations of learners.	Suggests basic understanding of learning styles and motivations of learners.	Suggests little understanding of learning styles and motivations of learners	As above.
understand and develop the role of learners in contributing to their own learning programme through self-directed study and self-evaluation	Expresses the feasibility of learner training and self-directed study and self-evaluation and some evidence in the plan	Good awareness of learner training and self-directed study and self-evaluation and some evidence in the plan	Awareness of learner training and self-directed study and self-evaluation but little evidence in the plan	No awareness of learner training and self-directed study and self-evaluation	As above.
balance the requirements of accuracy and fluency as aims in teaching, including the appropriate treatment of errors.	Aims clearly identify the focus between accuracy and fluency and there is a systematic approach to error correction.	An understanding of accuracy and fluency represented in aims and an idea how to error correct.	Little understanding of the balance of accuracy and fluency as aims in teaching, including the no real idea of appropriate treatment of errors.	Few aspects are provided, none of which are supported by examples.	As above
understand and adopt different teaching methods and styles for different learner groups and individuals with respect to the principles of differentiated learning	Differentiation evident throughout full planning process	Clearly thought about differentiated learning in the plan but not systematically	Some evidence of differentiated learning during planning but inconsistent	Little evidence of differentiated learning during planning process	As above
understanding of the relationships between linguistic form (phonological, lexical and syntactic), function and meaning in standard English (LA only)	Demonstrates good understanding of the relationships between linguistic form (phonological, lexical and syntactic), function and meaning in	Demonstrates good understanding of the relationships between linguistic form (phonological, lexical and syntactic), function and meaning in	Demonstrates basic understanding of the relationships between linguistic form (phonological, lexical and syntactic), function and	Demonstrates little understanding of the relationships between linguistic form (phonological, lexical and syntactic), function and meaning in	As above

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	standard English. Entirely accurate and well-researched	standard English. Errors are infrequent, research generally thorough.	meaning in standard English. Errors are clearly evident, little evidence of research.	standard English. Usage largely incorrect throughout and no evidence of research.	
knowledge of the principal concepts and terminology for describing the structure and use of English (LA only)	Thorough knowledge and accurate usage of all concepts and terminology throughout	Principal concepts and terminology used and is mainly accurately throughout	Demonstrates basic knowledge of concepts and terminology	Concepts and terminology used incorrectly throughout	As above

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OBSERVED LESSON FEEDBACK					
CRITERIA: LESSON PLAN	To Standard			Below Standard	
	A	B	C	D	E
manage learners' behaviour to encourage confidence, creativity and co-operation with other learners	Excellent behavior management techniques employed throughout the lesson maximizing students' confidence, creativity and co-operation.	Managed behavior effectively on the whole which led to a positive atmosphere encouraging confidence, creativity and co-operation.	Some behavior management techniques evident but not overly successfully	Little attempt to manage learner behavior and didn't create a positive learning atmosphere in class	No attempt to satisfy course criteria
balance teacher-learner and learner-learner participation	Excellent balance of teacher-learner and learner-learner participation throughout the lesson.	Good balance of teacher-learner and learner-learner participation during some stages of the lesson.	Uneven balance of participation evident in several stages of the lesson.	No balance of participation in most stages of the lesson.	As above.
give clear instructions	Instructions very clear, appropriate ICQs used leading to no breakdown in communication	Generally clear instructions and a good understanding of when ICQs were needed so ensured minimal breakdowns in communication.	Inconsistent with clarity of instructions and use of ICQs leading to some breakdowns in communication.	Instructions were largely unclear and not checked leading to frequent breakdowns in communication	As above.
establish and maintain rapport	Excellent understanding of how to build and maintain rapport	Good rapport established and maintained	Some rapport established but not maintained	No real attempt to build rapport	As above.
organise and manage the classroom, including whole-class activity, pair, group and individual work	Always considers the classroom layout and changes this to match each stage of the lesson. Interaction patterns always appropriate and maximize each activities chance of success.	Always considers classroom layout and has a clear reason for choosing interaction patterns for most activities.	Considers classroom layout on some occasions. Uses different interaction patterns but with no clear thought process i.e. some interaction patterns are inappropriate for planned activities	Few examples of considering classroom layout or interaction patterns	As above
devise and play simple language games to achieve learning aims	Language games are employed and lead to full achievement of learning aims.	Language games are employed and lead to partial achievement of learning aims.	Language games are employed but do not maximize chances of achieving aims	Language games, if employed, do not help achieve aims.	As above
use activities such as information gap, role play, songs, jazz chants and drama to achieve learning aims.	All activities are appropriate and always help towards achieving aims.	Most activities chosen are appropriate and on most occasions help towards achieving aims.	Activities chosen are sometimes appropriate and do not always help achieve aims.	Activities chosen are inappropriate and do not help achieve aims	As above
understanding of how to teach/develop linguistic form (phonological, lexical and syntactic), function and meaning in standard English in a communicative context	Teacher has a clear understanding or teaching and maximizes opportunities to present and practice language	Good evidence of understanding or teaching demonstrated with most opportunities to present and practice language utilized.	Some evidence of understanding or teaching demonstrated but opportunities to present and practice language missed	Little evidence of understanding or teaching demonstrated	As above

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OBSERVED LESSON FEEDBACK					
CRITERIA: MATERIALS	To Standard			Below Standard	
	A	B	C	D	E
use teaching aids (board, projector, audio-visual equipment, online materials) and ICT (interactive white board if available) to achieve learning aims	Teaching aids utilized effectively throughout and consistently help achieve aims	Teaching aids utilized effectively on several occasions and help achieve aims on these occasions	Teaching aids utilized effectively on a few occasions and offer some value towards achieving lesson aims	Teaching aids not utilized appropriately and do not help achieve learning aims	No attempt to satisfy course criteria
adapt and use print materials effectively in whole or in part; use of programme guides to complement main programme	Materials are very effective, fully exploited and complement the programme guides	Materials are effective, well-exploited and complement programme guides	Materials are effective but not fully exploited and loosely complement programme guides	Materials adapted are ineffective and do not complement programme guides	As above
use authentic and self-generated materials as aids to learning	Teacher uses authentic and self-generated materials and fully exploits them as aids to learning.	Teacher uses authentic and self-generated materials and exploits them as aids to learning.	Teacher uses some authentic and or self-generated materials and partially exploits them as aids to learning.	Teacher does not use any authentic or self-generated materials	As above

Appendix 2: Sample Timetables (subject to change)

Stream A - Pressbaum

CertTESOL Course

Week 1 Tuesday 18th to Friday 21st May April 2017

Time	Task	Venue
0830 - 1600	Training Week	Vorchdorf (Tues), Pressbaum Campus (Wed-Fri)
0830 - 930	Input Session <ul style="list-style-type: none"> Guided Observation Journal 1 	

Week 2 Monday 24th April to Friday 28th April 2017

Time	Task	Venue
0630 - 1330	Observing in schools (including Guided Observation Journal)	School
1430-1630	Input sessions <ul style="list-style-type: none"> Introduction to phonemic chart L1 Interference 	Pressbaum Campus

Week 3 Monday 1st May to Friday 5th May 2017

Time	Task	Venue
0630 - 1330	Project Teaching	School
1500-1630	Input sessions <ul style="list-style-type: none"> Introduction to CertTESOL (Thurs) 	Pressbaum Campus

Week 4 Monday 8th to Friday 12th May 2017

Time	Task	Venue
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0930-1330	Project Teaching	School
1500-1630	Input session <ul style="list-style-type: none"> • Introduction to Language Awareness • Receptive Skills: Reading • Writing Aims and Writing a Lesson Plan • Receptive Skills: Listening • Giving instructions and ICQs 	Pressbaum Campus
1630-1800	Guided Lesson Planning	Pressbaum Campus

Week 5 Monday 15th to Friday 19th May 2017

Time	Task	Venue
0930-1330	Teaching Practice 1 and 2	School
1430-1530	Project Teaching Training	Pressbaum Campus

Week 6 Monday 22nd to Friday 26th May 2017 (Thursday 25th is holiday)

Time	Task	Venue
0930-1330	Project Teaching	School
1500-1630	Input session <ul style="list-style-type: none"> • Unknown Foreign Language • Presenting lexis 	Pressbaum Campus
1630-1730 (Weds)	<ul style="list-style-type: none"> • Presenting Grammar 	Pressbaum Campus
1630-1800	Guided Lesson Plan	Pressbaum Campus

Week 7 Monday 29th to Friday 2nd June 2017

Time	Task	Venue
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0930-1330	Teaching Practice 3 and 4	School
1430-1530	Project Teaching Training	Pressbaum Campus

Week 8 Monday 5th to Friday 9th June 2017 (Monday 5th holiday, 6th no projects)

Time	Task	Venue
0930-1330 (Wed-Fri)	Project Teaching	School
0930-1030 (Tues)	<ul style="list-style-type: none"> Learner Profile 	Pressbaum Campus
1500-1630	Input session <ul style="list-style-type: none"> Productive Skills: Writing and Grammar Teaching Functional Language Needs Analysis for Learner Profile Tense, Time and Aspect 	Pressbaum Campus
1630-1800	Guided Lesson Plan	Pressbaum Campus

Week 9 Monday 12th June to Friday 16th June 2017

Time	Task	Venue
0930-1330	Teaching Practice 5 and 6	School
1430-1530	Project Teaching Training	Pressbaum Campus

Week 10 Monday 19th June to Friday 23rd June 2017

Time	Task	Venue
0930-1330	Project Teaching	School
1500-1630	Input session	Pressbaum Campus

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	<ul style="list-style-type: none"> • Effective Scaffolding • Conditionals and Hypothetical meaning • Teaching Pronunciation • Lesson (Learner Profile) • Error Correction 	
1630-1800	Guided Lesson Plan	Pressbaum Campus

Week 11 Monday 26th June to Friday 30th June 2017

Time	Task	Venue
0930-1330	Teaching Practice 7 and 8	School
1430-1530	Project Teaching Training	Pressbaum Campus

Week 12 Monday 3rd July to Friday 7th July 2017

Time	Task	Venue
0930-1330	Project Teaching	School
1500-1630	Input session <ul style="list-style-type: none"> • The Future • Phonology • LA Exam • Modality 	Pressbaum Campus
1630-1800	Guided Lesson Plan	Pressbaum Campus

Week 13 Monday 10th to Friday 14th July 2017

Time	Task	Venue
0930-1330	CertTESOL Teaching Practice Make-Up	School
1430-1530	Project Teaching Training	Pressbaum Campus

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Week 14 Monday 17th to Friday 21st July 2017

Time	Task	Venue
0930-1330	Project Teaching	School
1500-1630	Input session <ul style="list-style-type: none"> • Summary • CEFR/major exams • Materials assignment Prep	Pressbaum Campus
1630-1800	Guided Lesson Plan	Pressbaum Campus

Week 15 Monday 24th to Friday 28th July 2017

Time	Task	Venue
TBC	Summer Outreach days	TBC

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Stream B - Pressbaum

Week 1 Tuesday 18th to Friday 21st May April 2017

Time	Task	Venue
0830 - 1600	Training Week	Vorchdorf (Tues), Pressbaum Campus (Wed-Fri)
0830 - 930	Input Session <ul style="list-style-type: none"> Guided Observation Journal 1 	

Week 2 Monday 24th April to Friday 28th April 2017

Time	Task	Venue
0630 - 1330	Observing in schools (including Guided Observation Journal)	School
1430-1630	Input sessions <ul style="list-style-type: none"> Introduction to phonemic chart L1 Interference 	Pressbaum Campus

Week 3 Monday 1st May to Friday 5th May 2017

Time	Task	Venue
0630 - 1330	Project Teaching	School
1500-1630	Input sessions <ul style="list-style-type: none"> Introduction to CertTESOL (Thurs) 	Pressbaum Campus

Week 4 Monday 8th to Friday 12th May 2017

Time	Task	Venue
0930-1330	Project Teaching	School
1430-1530	Project Teaching Training	Pressbaum Campus

TEFL (Trinity CertTESOL): Spring 2017

Week 5 Monday 15th to Friday 19th May 2017

Time	Task	Venue
0930-1330	Project Teaching	School
1500-1630	Input session <ul style="list-style-type: none"> • Introduction to Language Awareness • Receptive Skills: Reading • Writing Aims and Writing a Lesson Plan • Receptive Skills: Listening • Giving instructions and ICQs 	Pressbaum Campus
1630-1800	Guided Lesson Planning	Pressbaum Campus

Week 6 Monday 22nd to Friday 26th May 2017 (Thursday 25th is holiday)

Time	Task	Venue
0930-1330	Teaching Practice 1 and 2	School
1430-1530	Project Teaching Training	Pressbaum Campus

Week 7 Monday 29th to Friday 2nd June 2017

Time	Task	Venue
0930-1330	Project Teaching	School
1500-1630	Input session <ul style="list-style-type: none"> • Unknown Foreign Language • Presenting lexis • Presenting Grammar 	Pressbaum Campus
1630-1800	Guided Lesson Plan	Pressbaum Campus

TEFL (Trinity CertTESOL): Spring 2017

Week 8 Monday 5th to Friday 9th June 2017

Time	Task	Venue
0930-1330	Teaching Practice 3 and 4	School
1430-1530	Project Teaching Training	Pressbaum Campus

Week 9 Monday 12th June to Friday 16th June 2017 (Thursday 15th holiday)

Time	Task	Venue
0930-1330	Project Teaching	School
1430-1530	<ul style="list-style-type: none"> Functional Language (Friday) 	Pressbaum Campus
1500-1630 (Mon-Wed)	Input session <ul style="list-style-type: none"> Learner Profile Productive Skills: Writing and Grammar Needs Analysis 	Pressbaum Campus
1530-1700	<ul style="list-style-type: none"> Tense, Time and Aspect (Friday) 	Pressbaum Campus
1630-1800	Guided Lesson Plan	Pressbaum Campus

Week 10 Monday 19th June to Friday 23rd June 2017

Time	Task	Venue
0930-1330	Teaching Practice 5 and 6	School
1430-1530	Project Teaching Training	Pressbaum Campus

Week 11 Monday 26th June to Friday 30th June 2017

Time	Task	Venue
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TEFL (Trinity CertTESOL): Spring 2017

0930-1330	Project Teaching	School
1500-1630	Input session <ul style="list-style-type: none"> • Effective Scaffolding • Conditionals and Hypothetical meaning • Teaching Pronunciation • Lesson (Learner Profile) • Error Correction 	Pressbaum Campus
1630-1800	Guided Lesson Plan	Pressbaum Campus

Week 12 Monday 3rd July to Friday 7th July 2017

Time	Task	Venue
0930-1330	Teaching Practice 7 and 8	School
1430-1530	Project Teaching Training	Pressbaum Campus

Week 13 Monday 10th to Friday 14th July 2017

Time	Task	Venue
0930-1330	Project Teaching	School
1500-1630	Input session <ul style="list-style-type: none"> • The Future • Phonology • LA Exam • Modality 	Pressbaum Campus
1630-1800	Guided Lesson Plan	Pressbaum Campus

Week 14 Monday 17th to Friday 21st July 2017

Time	Task	Venue
0930-1330	Teaching Practice Make-Up	School
1430-1530	Input sessions	Pressbaum Campus

TEFL (Trinity CertTESOL): Spring 2017

	<ul style="list-style-type: none"> • Summary • CEFR/major exams • Materials assignment Prep 	
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Week 15 Monday 24th to Friday 28th July 2017

Time	Task	Venue
TBC	Summer Outreach days	TBC

