Guide to

The ELT Hub
Licentiate Trinity Diploma in TESOL

Contents

Welcome

Welcome to the the ELT Hub Licentiate Trinity Diploma in TESOL candidate handbook. This guide has been designed to give you an overview of both the content and delivery of the course. We recommend that you refer to it from time to time in order to regain any lost focus, or if you have any questions related to specific points.

Of course, you are more than welcome to get in touch with us at any time during your course with questions or comments relating to your coursework. There is no such thing as a silly question; so rather than second guessing or stressing, send us an email (certtesolmoscow@theelthub.com) or use the Moodle (more on that later).

Should you have any concerns, queries or problems during your course, you can contact Alina Brooks, the Course Director (alina.a.brooks@gmail.com) or Jane Ryder, Director of The ELT Hub (jane.ryder@theelthub.com) by email, post or in person at The ELT Hub, 25, rue des Déportés, 29800 Landerneau, France.

Aims & Objectives

The **aims** of The ELT Hub Trinity Diploma in TESOL are as follows:

- **to enhance your knowledge of contextual issues concerning the teaching of English to speakers of other languages**

You will reflect on your own teaching and learning contexts individually and collectively; you will develop a deeper understanding of the historical, evolutionary and post-modern context of TESOL approaches; the socio-cultural aspects of TESOL including i. text-types / genres and pragmatics ii. learner differences (e.g. gender, age, culture, phonology) and the implications these may have for TESOL. You will also consider the differentiation of TESOL pedagogical contexts e.g. ESP & EAP, Young Learners, CLIL.

- **to refine and extend your ability to employ a variety of practical skills**

You will be encouraged to critically and reflectively engage with old and new TESOL methods and, crucially, apply newly acquired or refined practical skills in your own teaching practice with the 'into the classroom' components of the curriculum. You will be continually nudged into self-evaluation and development of your own skills and the course has been designed to personalise learning. Generally, you will explore techniques for teaching lexis and grammar and pronunciation, skills-based teaching methods, lesson staging, incorporating learner styles & strategies, syllabus and classroom material design, formative and summative assessment techniques, learners with special needs and mentoring and managing staff in an EFL context.

- **to develop your knowledge and skills to a point where you become an effective practitioner in a range of known and unpredicted TESOL teaching situations without supervision**

You will develop the second language teaching and learning knowledge and resources to make effective classroom decisions in a range of teaching contexts and in relation to a diversity of learners (e.g. mixed ability classes, monocultural vs multicultural classes, learners with special needs). Syllabus design, classroom management and consideration of diverse and differentiated learner needs will be refined through reading, webinars, collaborative peer workshop activities and practically oriented case studies and scenarios.

- **to recognise and confirm your achievements in the above areas**

You will be able to track and acknowledge your own progress throughout the course primarily by way of progress milestone markers, structured reflective blogs and statements.

You will acquire and employ these reflective and self-evaluation techniques and strategies to monitor your own learning achievements in and beyond the course.

- **to extend your motivation and inform your strategies for continuing professional development**

You will be encouraged to follow your own, personal professional development interests and pathways within the course especially in relation to the Unit 2 assignments and into-the-classroom practical applications of learning. Through the use of reflective statements and blogs, self-evaluation techniques and collaborative construction of knowledge, you will view the completion of the Trinity Diploma TESOL as a solid foundation on which you can go on to construct your own personal learning and development pathways. Course tutors will discuss and advise future progression routes with you during tutorials in the in-school sessions.

- **to contribute to the development internationally of TESOL as a mature, qualified and regulated profession and act as a benchmark for employers and others with concern for the quality of TESOL**

All candidates who have graduated from the course will have been required to complete Trinity Diploma assessed modules as well as in-course development assignments. You will hold an internationally recognised TEFL-Q qualification which is rigorously benchmarked and adds to the overall quality of the TESOL profession.

- **to enhance your digital literacy and confidence in bringing digital resources into the classroom**

This will be achieved by experiencing a digitally mediated, collaborative learning environment (the Moodle) and using its affordances in authentic communicative contexts. You will also be introduced to or asked to share a variety of free practical applications of digital & online tools and resources such as padlet, wikis and quizziz to enhance your teaching and learning contexts. Course tutors approach the notion of digitally mediated communication as an authentic and transformative medium of 21st century communicative practice rather than an optional add-on to a teaching 'toolbox'.

You will be expected to demonstrate the following learning **objectives** on completion of the course:

Language and Language Topics

- **An in-depth understanding of the systems of contemporary English (phonology, grammar, lexis, discourse) commonly taught in beginner to advanced syllabuses, with reference to British Standard English and other principal varieties of English.**

You will develop your knowledge of the systems of contemporary English through input sessions and co-constructed (between tutor and candidates) task-teach-task Moodle workshops. Consideration of these systems will be given from BSE, Global Englishes, EFL and ELF perspectives. You will also be required to give consideration to aspects of these systems such as form and function, appropriate stage of syllabus introduction and common learner needs and problems in order to provide plenty of examination preparation. To further enhance understanding, the course will employ discourse, pragmatics and genre-based approaches to contextualise the systems of contemporary English.

- **The ability to identify the language background, needs and motivation of learners and the influence of cultural context of both learners and teachers.**

You will learn about the common problems of specific language learning groups through input sessions, through peer to peer tasked discussions around 'my learning context' and through your own reading (for example, Learner English: A teacher's Guide to Interference and Other Problems (Second Edition), Michael Swan and Bernard Smith, CUP, 2001). In a similar fashion, the needs, motivations and cultural context of learners will be explored. You will also engage with contemporary debates in TESOL such as the role of L1 in the classroom, NS versus NNS teacher issues, culturally related power and participation dynamics in teaching and learning environments. Input sessions, reading and the model of teacher as 'ethnographic researcher' will help you identify the influence of cultural context in their own classrooms.

- **An awareness and understanding of the changing roles and status of English in different regions of the world.**

You will be required to critically evaluate the 'native speaker model' as an aspirational target within TESOL internationally as well as the traditional high status of RP against the recognition and elevation in status of national regional accents and World Englishes. Questions will be raised around linguistic (as well as cultural) imperialism and the development of creoles and pidgins. The changing role and status of English within an increasingly globalised world will look in depth at the concept of international English and the notion of 'comfortable intelligibility' associated with English as a lingua franca (ELF).

Learning and Teaching

- **A critical understanding of current and historical developments in language learning theory and teaching methodology, with particular reference to ESOL.**

You will be supported through the Moodle and guided through a set book 'How Languages are Learned' (2013: Fourth Edition) by Lightbown & Spada, Oxford Handbooks for Language Teachers, which relates theories of first and second language acquisition to what actually goes on in the ESOL classroom. A comparative, reflective approach will be taken towards the different language learning theories such as behaviourism, Chomsky's Universal Grammar hypothesis, cognitive and sociocultural approaches. A historical survey of learning theory and teaching methodology with be presented in a Group Tutorial. You will take a focussed look at Michael Halliday and Lev Vygotsky and deliberate over how ideas from each have implications for classroom teaching, for example Halliday's language as 'meaning-making' and Vygotsky's ZPD and scaffolding.

- **Familiarity with the interface between language teaching and psychology, including issues related to motivation and second language acquisition.**

One of the marked differences between newer and more experienced teachers is their ability to understand more about their learners. Through a combination of the course reading, the collaborative effect of the course structure and the reflective nature of the tasks contained therein, you should leave the course not only with a sound theoretical basis in this key, although difficult to quantify, area, but also practical ideas on how to plan and teach more effectively when taking account of learner identity, personality, motivation, anxiety and emotion.

- **The ability to plan, design and deliver a series of ESOL lessons appropriate to the learning and teaching context, and employing a range of lesson types and classroom management techniques appropriate to learners' language needs and learning styles as individuals and as a group.**

As part of the design of the course, you will be encouraged to experiment with new and/or unfamiliar teaching approaches and techniques, prior to the assessed teaching component. In addition, the self-reflective nature of the course should allow you to reaffirm the strengths present in your teaching, so that they you able to justify both the decisions you regularly make before, during and after lessons, as well as over a longer time period.

- **The ability to design, deliver and evaluate a language learning programme over an extended period.**

Through both the theoretical and practical components of the course, you will develop an overall approach to their teaching which, although may be present before the course, will likely be informed to a greater degree on its successful completion. This will feed into your ability to make decisions of an informed nature when considering longer term courses. This

is likely to consist of what has been termed 'principled eclecticism'; you, through the nature of the course, will be in a position to evaluate a range of key factors when designing courses, and incorporate relevant features from a range of sources, as well as forge your own framework for what constitutes an appropriate and relevant course.

- **The ability to evaluate, select and utilise materials and other resources in the teaching and learning context as described above.**

As with much of the course, you will be strongly encouraged to cast a critical eye over much of what is put before you. Whether you are familiar with material selection and evaluation procedures or not, upon successful completion of the course, you will co-construct a relevant framework in which to ensure that materials that you select and use will be relevant to you learners; in other words, ensuring a greater level of learner-centredness in your overall approach, and having an informed view of the materials you yourself use.

- **The ability to assess and test learners' knowledge of and skills in English on the basis of current assessment and testing theory and materials, and to build on learners' developing competence with appropriate attention to their strengths and weaknesses and learning styles.**

In a world in which formal assessment is quite often one of the foremost reasons for language learning in the first place, modern language teachers need to understand the what and the why of current assessment. You will employ a reflective approach to understanding assessment, before exploring and evaluating the options available when making your own decisions regarding both formative and summative assessment methods.

- **The ability to use a wide range of reference sources for short-term teaching purposes and long-term personal development.**

The course will encourage you to do research into areas of particular interest or relevance to you, and also to generally encourage you to read current journals and publications to keep abreast of best practice thinking in the field. A convention of referencing of source materials in collaborative work and individual assignments will be embedded in the course. You will also build up a shared database of web resources on the Moodle.

- **An understanding of the main methods, materials and forms of assessment appropriate to young and adult learners.**

Although not all candidates will have had direct experience of teaching young learners prior to the commencement of the course, an awareness of key concepts related to this area of ELT is essential for any practitioner who seeks to claim they have a rounded understanding of the industry. Furthermore, the course will ask those candidates with young learner experience to revisit some of their own beliefs about teaching to this diverse group. You will

develop a more thorough understanding of the particular needs of young learners, and how this informs effective classroom practice.

Personal and Professional Development

- **The ability to assess your own effectiveness as a language teacher and classroom manager and develop your skills accordingly through a conscious process of personal professional development.**

You will be strongly encouraged to approach your portfolio work as a conscious process of professional development by reflecting on your own personal teaching practice and context as a starting point in any rationale. Throughout the course, you are required to submit reflective statements which are structured to encourage and develop a reflective disposition rather than assume it is already there. Furthermore, the intensity of collaboration and peer review throughout the course will expose you to the insights gained by external, non-threatening, constructive critique.

- **The ability to provide principled professional support to teachers of lesser experience — in particular those who have recently obtained a CertTESOL or equivalent level of TESOL qualification.**

On completion of the Trinity Diploma TESOL, you will have gained the knowledge, skills and the confidence required to support lesser experienced teachers. The Moodle is designed to engender a collaborative, professional learning community and it is hoped that you will carry the principles and ethos underpinning this environment away into your own immediate context.

- **An appreciation of the principles and processes of teamwork, including teacher groups, and of professional collaboration.**

As above. By practically applying the social constructivist affordances of the Moodle environment, you will appreciate the principles and processes of collaborative knowledge-building between peers.

- **The ability to carry out classroom based investigation. Portfolio work will form one strand of learning to carry out classroom based investigation.**

The Course Director is an expert researcher and well equipped to advise and guide you about the fitness for purpose of a wide range of research methodologies and tools. It is envisaged that you will develop competencies in action research, evaluative self and peer observation and classroom ethnography.

- **A heightened awareness of the requirements of teaching observation and provision of appropriate feedback at initial level of training in the field of TESOL.**

Course tutors will prepare you for the ten hours (600 minutes) guided observation part of your Portfolio assignment. You will be given guidelines as to how to approach observation with minimal impact in the classroom and maximum consideration for the observed teacher. You will observe your peers within your own teaching contexts (verified by using the pro forma provided for this purpose). Observed teachers will have either: a) a full teaching qualification (LTCL Diploma or equivalent) and at least one year's post-qualification teaching experience, or b) a formal pre-service qualification (CertTESOL or equivalent) and at least three years' post-qualification experience in TESOL. You will gain an understanding of how observation can be used supportively to improve performance (at an individual and/or institutional level). Furthermore, as part of the preparations for your own assessed teaching practice, you will consider comparatively appropriate feedback at TEFLI and TEFLQ stages of career.

- **A heightened awareness of the requirements of providing input at initial level of training in the field of TESOL.**

The collaborative mode of learning combined with the cumulative theoretical and practical knowledge that you gain from completing the ELT Hub Trinity Diploma in TESOL will develop your competencies in providing support, guidance and expertise to new apprentices in TESOL.

Course Structure

The ELT Hub Trinity DipTESOL contains four units, each comprising three sections. See the table below for an outline of what each unit and section is focused on.

	Section 1	Section 2	Section 3
Unit 1: Written paper	Language	Learning and teaching	Professional development
Unit 2: Coursework portfolio	Observation instrument	Developmental record	Independent research project
Unit 3: Interview	Talk on prepared topic and discussion	Phonemic transcription	Discussion on topics concerning aspects of theory and practice
Unit 4: Classroom teaching	Planning, teaching and lesson evaluation (internally assessed)	Planning, teaching and lesson evaluation (externally assessed)	Teaching journal

In the following pages, we will break down each unit into their relevant sections.

Unit 1: Written paper

Assessed at the very end of the in-school component, the three-hour **Written Paper** requires answers to a range of set questions. You will be given examples of these questions throughout your course in the **Language Clinic** on the Moodle. It is your responsibility to make use of this opportunity by providing answers to the papers posted. Your tutors will provide feedback and sometimes post suggested answers from Trinity. There is also a past paper available via the Trinity website. The written paper is marked by an external examiner, not your course tutors.

You need to answer four of the five questions in **Section 1: Language**. The questions usually focus on the similarities and differences between specific structures, and especially on *use*, as opposed to *usage*. This is where you can link your theoretical knowledge with your practical skills and classroom experience. It is acceptable to use note forms and diagrams to help you answer these questions. Your answers will be graded according to their **accuracy** and **completeness**.

In **Section 2: Learning and Teaching**, you select one of the three questions, writing a longer form answer. You might notice that the questions challenge you to justify and/or define certain aspects of classroom practice. This is a good opportunity to use the reading from the course, as well as the discussions with tutors and fellow candidates, to support your approach to teaching.

Finally, in **Section 3: Professional Development**, you are often asked to outline the advice or support you would give to others in a professional context, answering one from a selection of three possible questions. Again, the more you can combine practical approaches with a sound theoretical basis, quoting from or referencing key sources where possible, the higher you are likely to score. You do not have to quote verbatim, but instead should seek to make reference to published sources, such as the core reading from the course.

In both **sections 2** and **3**, your answers will be grade according to the following table.

Criteria	Weighting
Discussion, analysis, evaluation, relevance and quality of information.	45%
Familiarity with current thinking in ELT, e.g. from background reading.	15%
Reference to practical application in the classroom… and to the candidate's own teaching experience.	25%
Presentation: organisation into a coherent academic essay, style, lexical and grammatical command, orthography	15%

The table below summarises what is expected of you in **Unit 1**

Unit 1: Written Paper	Section 1	Section 2	Section 3
Number of questions	Answer **4** from a choice of 5	Answer **1** from a choice of 3	Answer **1** from a choice of 3
Marking	40 marks available **20 marks required** to pass this section	30 marks available **15 marks required** to pass this section	30 marks available **15 marks required** to pass this section
Important information	You **must** pass this section	You **must** pass **at least one** of these two sections to pass the paper as a whole	

Unit 2: The Coursework Portfolio

For this unit of the course, you will produce three pieces of academic research work. The course tutors will provide guidance and support, but the choice of focus and research should come from you, dealing with areas of interest or aspects of language teaching that you wish to develop. For most candidates, the portfolio will be worked on simultaneously alongside the Moodle work. If you join the course before the Moodle starts, you can start some of the background planning and reading for the portfolio.

Candidates are usually expected to submit the final versions of their three portfolio assignments when they arrive for the in-school session. However, this can be negotiated Course Director. Please contact us if you are unlikely to submit your portfolio when attending the in-school session – we reserve the right to charge a fee of £50 if this is not agreed in advance.

In **Section 1: Observation Instrument**, you are required to design and develop an observation instrument (OI) that results in useful data being collected for the purposes of classroom research and professional development.

The guide below shows the necessary stages in the development of this section.

You might find Ruth Waynryb's *Classroom Observation Tasks* (CUP, 1993) a useful resource for inspiration or ideas for this section. There are a huge range of possibilities for this section of the portfolio, so do take the opportunity to talk over your ideas with your tutor before deciding on one particular path. Error correction strategies, attending styles, interaction patterns and teacher talking time are all examples of what other candidates have chosen to focus on in the past.

Like all three sections of this unit, an academic style is necessary. You will need to refer to reading accurately throughout, as well as adhere to a word limit of 2,700-3,300 words (excluding appendices). Your instruments must be included in the main body of the report, not in the appendices. On the Moodle, you will find a **self-evaluation checklist** for this and all of the assignments, so you can be sure to include all the necessary items and sections.

There are also restrictions on the teachers you can observe when using the OI. You must observe LTCL Trinity DipTESOL-qualified (or equivalent) candidates with one year's post-qualification experience, or CertTESOL (or equivalent) teachers with at least three years' post-qualification experience. Please contact us if you have any difficulties in setting up the observations. It may be possible to carry them out at the ELT Hub.

The marking criteria for the OI are outlined below. You should pay attention to the weighting of the marks when writing up your report.

Criteria	Weighting
A clear rationale, a statement of the initial instrument	20% (40 marks available)
Rationale for the revision process leading to at least two additional instruments within the same initial theme	25% (50 marks available)
Evaluation of the effectiveness of the final instrument, and the results produced with it	40% (80 marks available)
Presentation: organisation into a coherent piece of academic writing style, standard of written English and mechanical accuracy	15% (30 marks available)

You will need to complete **ten hours** of guided, purposeful observation. The assignment will be based on a minimum of six hours from these ten. There is a proforma available to

download on the Moodle. Please complete this as you complete your observations, and submit it with your hard copy at the beginning of the in-school component.

For **Section 2: Developmental Record**, you will select a particular aspect or skill of your teaching repertoire to focus on and develop. This part of the portfolio is very personal, and should reflect something that you wish to improve in your own teaching. The motivation for working on this area should come from you, but may be something that has been highlighted in your own institution's CPD or observation programme.

As with the rest of the course, the Developmental Record (DR) is **a reflective, formative approach to development**. You will want to connect the core reading, your teaching practice, as well as other, extended reading in relation to your chosen area. You can also make use of your fellow candidates, and use the Moodle for ideas and advice.

The DR must cover **a minimum of ten hours' of teaching, with each lesson having a minimum of six learners**. You are free to chart your development over the course of teaching several different class types, so you can develop your chosen skill across a range of lesson contexts. Previous candidates have chosen areas such as 'motivation in writing skills' and 'teaching phonological awareness'.

The marking criteria for the DR are outlined below. You should pay attention to the weighting of the marks when writing up your report.

Criteria	Weighting
A clear rationale, a statement of the objectives	20% (40 marks available)
Quality and relevance of reflection on the developmental process	25% (50 marks available)
Evaluation and conclusions drawn and implications for future practice	40% (80 marks available)
Presentation: organisation into a coherent piece of academic writing style, standard of written English and mechanical accuracy	15% (30 marks available)

We strongly recommend writing up your lesson by lesson evaluations as soon as possible after the lessons themselves. This way, you will be able to relate to your objectives in a responsive, accurate manner. At the end of the ten to fifteen hours' worth of lessons, a full evaluation of your DR, along with considerations of how what you learned through the process of compiling it will impact on your future teaching practice, should help you to round it off.

As with the OI, above, there is a strict word limit of 2,700-3,300 words, excluding appendices. The proforma that is required for submission and verification can be downloaded from the Moodle.

Finally, you have to submit **Section 3: Independent Research Project**. This, as outlined in the syllabus, *should have a particular and well-defined focus that can be meaningfully researched and written up within the constraints of the time and word count.*

Essentially, you are free to choose your own focus within the broad scope of issues relating to learning, teaching, training or management. Past Independent Research Projects (IRP) have dealt with areas such as CPD programmes, syllabus design, or materials development and/or implementation

Even more so than with the other two components of Unit 2, it is **essential** you consult your course tutor before you get started with this section. The procedure for the IRP is broadly outlined below.

The marking criteria for the IRP are outlined below. You should pay attention to the weighting of the marks when writing up your report.

Criteria	Weighting
A clear rationale, a statement of the research focus	20% (40 marks available)
Quality and relevance of the data collected	25% (50 marks available)
Evaluation and conclusions drawn and implications for future practice	40% (80 marks available)
Presentation: organisation into a coherent piece of academic writing style, standard of written English and mechanical accuracy	15% (30 marks available)

Your final mark for the portfolio will be an amalgamated mark of all three components. Scoring between 50-79% will result in a pass, and over 80% will achieve a distinction. Your portfolio will be assessed by one of the ELT Hub Trinity DipTESOL tutors and then externally moderated. Each section is given a score out of 200.

Unit 3: The Interview: Phonological Theory in Classroom Practice

This unit gives you the chance to discuss and show evidence of your knowledge related to the phonological systems of English, and how they can be applied to the classroom context.

The interview is conducted and assessed by the external examiner and lasts for thirty minutes. It is divided into three sections.

In **Section 1: Talk by candidate and discussion with examiner on the talk** you give a short presentation to the examiner about a particular aspect of phonology in relation to classroom practice for **5 minutes**. The topic must be submitted, in writing, a fortnight before the session, and your course tutor will discuss the various options you might be thinking of well in advance.

The phonology sessions of your Moodle course should give you some ideas as to relevant topics, and we suggest keeping a record of how different aspects of phonology relate to your learners and your teaching environment. As you can see from the table below, the topic should relate to classroom practice. So, the more you can connect the talk to your own teaching and learners, the better. Think about what you have knowledge and experience of – and if you don't have much at the start of the course, now is the time to start integrating phonology into your everyday classroom routines.

The talk is followed by a further **5 minutes** of discussion in which the examiner will ask questions and prompt you to give further consideration to the topic.

The marking criteria for the talk and discussion are outlined below.

Criteria	Weighting
Accuracy – is the information given by the candidate accurate?	20%
Completeness – does the candidate finish the presentation?	20%
Organisation – in the content of the talk clear and presented in an organised way?	20%
Relevance to classroom experience – is the content based on classroom experience? If not, is the content potentially relevant/appropriate for class use? This would be covered in the discussion on the talk.	20%
Communicative skills – during the talk and discussion of the talk – this refers to self-expression, clear and intelligible spoken English.	20%

Section 2: Phonemic transcription requires you to transcribe - using the International Phonetic Alphabet (IPA) symbols, marking tonic syllables and intonation patterns – a live, on-the-spot utterance from the examiner of approximately 14-16 words of at least two phrases or sentences. There will be features of connected speech, such as assimilation, elision, linking and vowel reduction in the utterance, as well as an emotive element to the utterance.

You can ask the examiner to repeat the entire utterance as many times as you require.

If you are not familiar with the IPA, do not worry. There will be plenty of practice of this section throughout the course. You are, of course, free to practice in your own time. Try the _Sounds_ app from Macmillan, or the British Council's interactive version of the chart if you would like to get started. Some candidates find it useful to create a collection of flashcards with the different symbols on them.

This section of the Interview lasts for **5 minutes**, and is assessed according to the following table.

Criteria	Weighting
Accuracy – segmental features	20%
Accuracy – suprasegmental: has the candidate correctly indicated, e.g. elision, weak forms, assimilation, as spoken by the examiner?	20%
Accuracy – suprasegmental – intonation and stress patterns: has the candidate appropriately marked intonation and stress patterns?	20%
Completeness – did the candidate complete the task in the time given?	20%
Presentation – e.g. is the written transcription legible and clear?	20%

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Finally, in **Section 3: Discussion on theory and practice of phonology** you will conclude the interview by having a **15-minute** discussion, integrating theory and practice, covering some, but not all of the topics in the table below. Throughout the Moodle component, with guided reading and with further practice during the in-school component, you will become conversant in these aspects of phonology. However, if your teaching until now has not featured much work in these areas, it is worth doing some extra reading. Speak to your course tutor, who will gladly advise you further.

The examiner will lead the discussion and is likely to make reference to the transcription from Section 2, and may use any comments or omissions from Section 1, too. You should be prepared to talk about any of the topics from the table below. As with most of the units and sections, you should try to refer to your own teaching practice to illustrate and support the points you make. Not only does this make it easier to discuss, but is expected by the examiner.

Phonology	comparative and contrasting features of the first language of students that the candidate has recently taught
	main features of English phonology to be considered when teaching speaking skills and listening skills
	awareness of differences between spoken and written discourse
	understanding and use of relevant phonetic symbols as taken from the IPA
	awareness and use of weak forms
	production of the English sounds, explaining how sounds differ in their articulation
	understanding how adjacent sounds affect the way it is pronounced
	sentence stress and intonation
	syllable and word stress (word, syllable, sentence)
	meaning as conveyed by stress
	use of intonation in question forms and statements
	use of intonation to communicate tone and intention
	use of intonation in longer spoken discourse.
Aspects of teaching	identification of strategies and techniques to improve learners' ability to identify the sounds of English correctly
	identification of sub-skills in listening to English, and strategies and techniques which could be used in developing these sub-skills in learners

	exploitation of authentic spoken discourse in the development of listening competence
	identification of strategies and techniques to develop the correct use by learners of the phonological features of English, including those which present particular problems to specified groups of learners
	identification of sub-skills in speaking and listening, and suggesting ways in which these sub-skills could be taught and practised
	integration of phonology with other aspects of language teaching and learning, e.g. grammar, lexis, skills development, etc.

As with all sections in this unit, the criteria have equal weighting. They are outlined below.

Criteria	Weighting
Accuracy (theory) – e.g. can the candidate give correct definitions, as selected by the examiner, and account for their choice of phonemic script if this is referred to?	20%
Characteristics of spoken English (this can, but need not necessarily, directly relate to the phonemic transcription in Section 2) – can the candidate hold a discussion on accents, varieties of English, functions of intonation, word/sentence stress, etc?	20%
Aspects of teaching (this criterion covers class implementation of the theory discussed) – can the candidate discuss, e.g. what remedial tasks they have implemented and why? Or how important listening skills are in the teaching of pronunciation? Or how strategies and techniques are identified to aid the learners' development in specific areas?	20%
General professional development – can the candidate specify how the Diploma course has helped their professional development in the teaching of phonology or how phonology might be integrated with the teaching of grammar and skills work? Can the candidate discuss a specific nationality taught by them, the problems faced, and how this experience has enhanced their awareness generally in understanding their learners?	20%
Coherence — can the candidate discuss, e.g. with clarity, evaluate effectively, offer suggestions and alternative strategies, speak clearly and appropriately for a teacher of English?	20%

In order to pass Unit 3, **you must pass the unit as a whole**, not each individual section. **50-79% would indicate a pass**, whereas a **distinction requires at least 80%.**

The marking scheme reflects the time allocation, and is given below.

Section 1 is out of **100**

Section 2 is out of **50**

Section 3 is out of **150**

The raw total the three marks is then divided by three to calculate your score.

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

In this unit, which takes place throughout the in-school component, you will plan, teach and reflect on a series of **five lessons**, each one sixty minutes long. The three sections – internally assessed lessons (x4), an externally assessed lesson, and an assessed teaching journal – must all pass to successfully pass the unit as a whole.

It is worth reading Trinity's note on their approach to the assessment of teaching here:

Trinity's approach to assessment is based on many years' experience of encouraging and evaluating the teaching of ESOL. Trinity recognises that a lesson may well be, and often is, considerably more (or less) than the sum of its parts. The assessment of the four internally assessed lessons has equal weighting.

Two or three of the internally assessed lessons will be assessed via streaming at a distance. This allows you to start the assessed teaching component teaching your own students in an environment that is familiar to you.

In **Section 1: Internally-assessed lessons** and **Section 3: The Teaching Journal** you will plan for and teach to a minimum of eight students, including a variety of lesson types across the four lessons. The internally assessed lessons are worth 40% of this section, while the journal is worth 20%. The mark for your lessons is the average of all four – so the 40 marks available for each lesson (totalling 160) is divided by 4 to work out your final mark.

You will have a **five-minute pre-lesson discussion** about your plan and a **twenty-minute face-to-face discussion and feedback session immediately after the lesson**, which is also part of the assessment process. Your tutor takes on two roles here. First as **assessor**, then as **tutor** once the discussion moves on to feedback. You then reflect on and evaluate your lesson in your teaching journal. The lesson evaluation is worth 25% of this component.

You must provide a lesson plan to your assessor, containing lesson procedures, rationales and learner profiles. We will provide a template designed to assist you in achieving all the criteria. You need to ensure that the plan is given to your assessor in good time so that we can prepare for the observation, too. Please remember that the plan is evaluated as seen in the written form, and not as seen 'in action'. Therefore, your attention to detail and explicit description of various procedures, anticipated issues and rationale for selection of language and activities play a major role in your grade. The plan is worth 25% of the grade for the lesson component.

During the observation, the assessor will use a standard pro forma, ensuring your lessons are objectively assessed. We will give you guidance on the criteria, as well as Moodle activities and a tutorial on this, so that you approach the teaching component fully informed. The lesson delivery is worth 50% of this component.

Section 2: Externally examined lesson, is the always the final lesson in the sequence. The procedure is largely the same as the internally assessed lessons, although there will be an external examiner as opposed to the tutor observing the lesson.

After submitting the lesson plan to the examiner at least twenty minutes prior to the lesson, you will have a five-minute discussion with them. You teach the lesson as normal, and then spend time reflecting on the lesson while the examiner moderates your teaching journal for twenty minutes. Next, you spend twenty minutes with the examiner, evaluating the lesson, justifying changes to the lesson in action from what was planned, making suggestions about future practice.

This single externally examined lesson is worth 40% of the total grade for **Unit 4**, and is graded in a similar way to the internally assessed lessons. In a similar vein to the internally assessed lessons, **50% of the weighting is for the lesson** itself, with **25% allocated to the planning** and **self-awareness and reflection** respectively.

Once again, **50% is required to pass**. Scoring score **80% or over merits a distinction**.

Your Diploma: The Moodle

The Moodle platform is the method used to deliver the distance learning course content. No specialist knowledge or software is required to access the platform – simply a computer, laptop, tablet or phone with an internet connection.

Additionally, the Moodle is where you will find a range of ways in which to interact with both the course tutors and your fellow participants. The ELT Hub DipTESOL is built on the foundation that collaborative learning is key to successful teacher development. Throughout the course, you and the other candidates will make use of various aspects the Moodle offers.

What is on the ELT Hub Trinity DipTESOL Moodle?

Lessons: A varied series of pages that combine input content with practical, short response-required questions.

Workbooks: Slightly more traditional than lessons, these typically contain page of input content which may take the form of online pages, embedded files or videos. They usually conclude with instruction to take what you have learned into the classroom to experiment and reflect.

Assignments: Written responses to reflection questions provided by your tutors. We use these, alongside the discussion forums and tutorials, to evaluate your progress.

Wikis (collaborative and personal): Co-constructed pages in which knowledge, experience, ideas and inspiration are written and recorded in order to widen your understanding of and response to input materials. You and your fellow teachers are responsible for writing, editing and maintaining these.

Glossary: Concise and efficient pages in which you co-construct a moderated set of explanations for key terminology in the ESOL context. You can and should add to the glossary as often as possible, and at least once a week during the online component, making use of it as a space to deal with key concepts in a digestible way.

Discussion forums: Topic-based exchanges of questions and answers, observations and comments on any of the input provided. Although there will be guided prompts from your tutors as when and what to post about, you are free to post and reply to topics that you feel will be of benefit to you and the other teachers on the course.

Quizzes: Opportunities for you to self-check your own progress and also review. You will see these appear at intervals throughout the course.

Tutorials: Both group and individual tutorials are timetabled into the course to allow you honestly assess your progress, as well as raise any concerns and questions in real-time with your course tutor and fellow candidates. Group tutorials are on timetabled dates, whereas individual tutorials can be scheduled upon request.

Please note, these are delivered through **BigBlueButton**, which is integrated into the Moodle; no Skype or other specialist software is required, just earphones and microphone (using your computer's internal microphone will usually result in a lot of feedback). However, the tutorials will, at present, only work with a laptop or desktop computer, not via a phone or tablet.

Narrated presentations: More than just another powerpoint presentation, these are designed to make the input more accessible, ensuring that the key concepts and ideas are talked about and explained in a more human way, as well as supported by text on the screen.

Checklists: Lists of 'core' work that should be completed in relation to the week's input.

Please note that evidence of progress is required (as shown through forum discussions, assignments, tutorials and checklists, as well as emails to your course tutors) in order for you to progress to the in-school session. We reserve the right to delay your in-school session if there is insufficient evidence of your progress throughout the course.

Getting online

Once you have officially signed up for the course, and upon payment of the deposit, you will receive an email with a username and temporary password for the Moodle course. After following the link and changing your password, you will be able to access the Moodle.

You will be presented with your 'Dashboard', an initial page that updates you on activity related to the course. This may be from course tutors or other candidates.

By clicking on the ELT Hub Trinity Diploma TESOL title, you will enter the course proper. Now you can begin, so take a look around. Please read the welcome message, as well as familiarising yourself with the various units of the course.

Your initial tutorial with one of the course tutors will clarify what you can expect from the Moodle and what is expected of you on this part of the course. If you are familiar with online distance learning courses, then you probably know what to expect. If this is your first such course, then do not worry; it all very quickly becomes second nature, and you will be accessing workbooks, writing forum posts and joining workshops in no time.

Do bear in mind that there are assigned sections of the Moodle to complete based on the sessions, outlined in the table below. Therefore, we open the sections weekly as the course progresses. We keep the previous sections open (so you can always catch up with the reading later).

Sample week by week overview

Week		Overview
1	Course Introduction What is a Reflective Practitioner? Your Portfolio. (GT)	Details of course structure and Moodle. What dispositions and skills are needed to successfully complete the DipTESOL? Group forming. Grammar in the ESL classroom: form & function, inductive & deductive approach, the place of grammar in the class room.
2	Language Forum	Roles & relationships in the classroom; Approaches and methods employed in TEFL; their place in the development of current thinking. Including: Grammar translation; Natural Approach; Direct Method; Audio-lingualism
3	Identifying your own strengths and weaknesses. Your Portfolio. (IT)	The morphology of English and its lexical organisation; affixation; conversion; compounding; the lexical approach; Hoey's lexical priming; collocational relationships; phrasal verbs; teaching vocabulary
4	Language Forum	Phonology: theoretical issues & practical implementation; age; personality; aptitude; exposure and phonological transfer; phonological universals and markedness; EIL: accents, 'native speaker model', ELF; 'linguistic genius of babies'
5	Learning Language Theories Overview (GT)	Scope & explanatory power of different language learning theories. Focus: Chomsky, Halliday and Vygotsky.
6	Language Forum	Identifying lesson stages; interactions; tasks – and evaluating planning. How are tasks achieved? Workshop: Prepare a plan

Week		Overview
7	Feedback Sessions (IT)	Learning Styles & Strategies: a critical look.
8	Language Forum	Phonology: Speech sounds and the phonemic chart.
9	Progress check for assignment phase of the course (GT)	Assignment Tasks Focus.
10	Language Forum	Materials in the classroom & for the classroom, Authentic materials, Technology, Dogme & 'teaching unplugged'. Institutional constraints.
11	Feedback & Assignment Task Progress (IT)	Genre, Genre-based approach and register in different text-types (oral & written). Cultural dimensions to teaching EFL: situating your own teaching context; situating your learners
12	Language Forum	Phonology: The economies of spoken grammar; Pragmatics. Teaching and learning speaking.
13	What does it mean to mean? (GT)	Halliday on functional grammar, Saussure on signifier, signified, connotation denotation, illocutionary and perlocutionary force

Week		Overview
14	Language Forum	Phonology: Stress & intonation. Recognising what we hear. Your learners: what particular challenges have been faced? Why? How have you helped them?
15	Focus Phonology (IT)	Syllabus Design: General + Young Learners, Teenagers & CLIL. Teaching Young Learners.
16	Language Forum	Purpose, audience, cohesion & coherence & other discursive features Teaching and learning writing.
17	It's the way that you say it (GT)	Phonology: The effect of intonation on communication; strategies in spoken discourse, discourse markers Features of connected speech review.
18	Language Forum	Types of test and assessment; validity; reliability; 'levels', formative and summative assessments 'Errors' are your syllabus
19	Feedback & Assignment Task Progress (IT)	The psychologies of language learning: motivation, the autonomous learner
20	Language Forum	Teaching and learning listening and reading

Week		Overview
21	Preparing for your observed lessons (GT)	Preparing for your observed lessons: principles of delivering a coherent series of lessons Individual learner and class profiles Classroom decision-making: task – teach – task (drawing together contextual / cultural issues, learning styles, 'levels', motivation etc.). Using Criteria for Marking, Unit 4 Trinity Diploma TESOL syllabus as springboard for collaborative wiki.
22	Language Forum	Phonology: Preparing for the Interview. Transcribing workshop. Bringing it all together.
23	Feedback & Assignment Task Progress (IT)	Training initial level teachers: mentoring, developing, supporting Learners with special needs; treating differences equally
24	Final preparation for the in-school component	Preparing for the in-school course: portfolios; presentation tasks set for participant-led workshops; phonology presentation topics, what to expect – timetables and components. Tutorial slots

Your Diploma: The In-School Component

The in-school component of the course is a timetabled, intensive two-week course that builds on the Moodle component and finalises preparation for Unit 1: Written paper, Unit 3: Interview, and Unit 4: Classroom teaching. These are timetabled as part of the in-school component; it is therefore essential that you treat this component as a full-time effort.

During this part of the course, you will plan, teach and reflect on a sequence of five assessed lessons (four of these are assessed by course tutors, the fifth and final lesson is externally assessed by a Trinity examiner), [1]sit a three hour written exam and have a one-to-one interview with an external Trinity examiner who will assess and discuss your knowledge of phonology.

There are a variety of sessions, led by you, the course candidates, designed to prepare you for the exam, interview and teaching assessments. However, course participants are likely to also spend time preparing for the various components outside of these timetabled slots. The school will provide resources and space where possible and as necessary. A sample in-school session timetable is provided below. Please note, the individual sessions are subject to change.

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[1] Note: This paragraph will have to be changed if we are granted permission to use streaming technology, in which case the diagnostic and the first two lessons will be observed distance and the candidates will only teach 3 lessons during the intensive two-week component.

Week 1

	Sun	Mon	Tue	Wed	Thu	Fri
9-10.30		Phonology workshop: Segmentals Task – teach-task consolidation	Workshop: The value of Plan, Reflect & Evaluate consolidation	Participant-led workshop (1 hour) Group Plenary: Classroom decision-making	Workshop: Different syllabus / course types and their implications for managers	Phonology 3 Mock Interview
11-12.30	Scheduled Tutorials with candidates	Participant-led workshop Group Plenary: Evaluating learning	Joint Teaching Sessions with learner groups	Assessed teaching practice 1 (Unit 2)	Assessed teaching practice 2 (Unit 2)	Focussed Group session based on assessed teaching
13.30-15.00	Sunday Lunch + Welcome / Course Outline + Peer to peer Feedback on proposed Lesson Series	Phonology workshop: Suprasegmentals Task – teach-task consolidation	Joint Teaching Sessions with learner groups	Assessed teaching practice 1 (Unit 2)	Assessed teaching practice 2 (Unit 2)	Space for reflection, review, prepare
15.30-17.00	Participant-led workshop Group Plenary: Teacher roles in the classroom	Participant-led workshop Group Plenary: Learner / Class profiles	Space for reflection, review, prepare (RRP) Lesson Plan discussions	Post-lesson evaluations + RRP Lesson Plan discussions	Post-lesson evaluations + RRP	So you want to be a DOS? Management in different contexts

Week 2

	Sun	Mon	Tue	Wed	Thu	Fri
9-10.30		Group Tutorial: Teaching Journals Lesson Plan discussions	Group Tutorial: The written paper Lesson Plan discussions	Exam Day	Exam day	Exam Day Written Paper
11-12.30	Scheduled Tutorials with candidates	Assessed teaching practice 3 (Unit 2)	Assessed teaching practice 4 (Unit 2)			

| 13.30 - 15.00 | Sunday Lunch: Where are we? Mock Written Paper | Assessed teaching practice 3 (Unit 2) | Assessed teaching practice 4 (Unit 2) | | | Farewells and Feedback on Course experience |
| 15.30 -17.00 | Mock Written Paper (contd) | Post-lesson evaluations + RRP | Post-lesson evaluations + RRP | | | |

Reading List

Trinity College London does not prescribe specific books. Instead, each course provider, in this case The ELT Hub, provides course participants with a recommended reading list. For Trinity's full bibliography, please see Trinity's Course Summary and Bibliography document (link: http://www.trinitycollege.com/resource/?id=2549). Please note however, that candidates are by no means expected to read all the books listed by Trinity.

You will, however, need to obtain a number of books to gain the knowledge necessary to complete and take an active part in the course. These books should ideally be obtained as soon as possible after acceptance onto the course. Many candidates choose to buy hard copies of these books in order to have constant access to them, both during the course and in the future. Others may wish to use their own institution's copies for the duration of the course. You can also use digital versions, such as Kindle, for some of the essential reading list (NB you do not need a Kindle device to use these – Kindle apps are available for almost all types of device that you may already own. Follow this link to find out more https://www.amazon.co.uk/kindle-dbs/fd/kcp), or make use of digital libraries such as Scribd, where, for a relatively small subscription fee, you can download and access a huge number of titles relevant to the Diploma. If you are having difficulty accessing any books on the essential reading list, please contact your course tutors as soon as possible.

The list below are 'Essential Reading' - each session may refer to topics and chapters within these books and you won't be able to complete the online component without them.

The ELT Hub Trinity DipTESOL Essential Reading List

- Hedge, T. (2000) Teaching and Learning in the Language Classroom: A guide to current ideas about the theory and practice of English language teaching (Oxford Handbooks for Language Teachers)

- Lightbown, P. M. & Spada, N. (1999 / 2013). How Languages Are Learned. Oxford: OUP (Kindle edition available)

- Parrott, M. (2010) Grammar for English Language Teachers. Cambridge: CUP

- Rogerson-Revell, P, (2011) English Phonology and Pronunciation Teaching, London: Continuum International Publishing Group

A wider range of reading is essential. In Appendix I you will see our own list of recommended further titles. You may also wish to examine this list carefully with a view to your own research in relation to Unit 2.

Assessment

The assessment criteria requires candidates to score a minimum of 50% in each unit. A score of between 50 and 79% will result in a Pass being awarded. A score of at least 80% will result in a Distinction being awarded.

Please note, that if Unit 4 is unsuccessful during the in-school component, it may be retaken. However, a further fee will apply for this.

Below is a brief overview of the assessment criteria. Further, more detailed information can be found in **Appendix IV**.

Unit 1: **Written paper**	**Externally assessed** by Trinity examiner	Mark is aggregated from the three sections Section 1 **must** pass
Unit 2: **Coursework portfolio**	**Internally assessed** by course tutors and **externally moderated** by Trinity examiner	Mark is aggregated from the three sections **All** sections **must** pass Individual sections may be retaken
Unit 3: Interview	**Externally assessed** by Trinity examiner	Mark is aggregated from the three sections
Unit 4: **Classroom teaching**	**Internally assessed** by course tutors (4 of 5 lessons and teaching practice journal) and **externally assessed** by Trinity examiner (1 of 5 lessons)	Mark is averaged over the four internally assessed lessons (worth 40%), the teaching practice journals (worth 20%) and the one externally assessed lesson (worth 40%)

Acknowledgements

Recommended Further Reading

At the top of each subsection, you will find some of the principal literature on each topic. The titles listed underneath contain relevant reading, usually related to more narrowly defined contexts. You may wish to use them when applicable to your own context, or in the event that you wish to examine this area for further research.

Approaches to language learning and teaching

Benson, P. (2011) Teaching and Researching: Autonomy in Language Learning (Applied Linguistics in Action), Routledge (Kindle edition available)

Brown, S. & Larson–Hall, J. (eds.). (2012). Second Language Acquisition Myths: Applying Second language Research to Classroom Teaching. Michigan: University of Michigan.

Dornyei, Z. (2001) Motivational Strategies in the Language Classroom. Cambridge: CUP **.

Ellis, R. (1994 / 2008). The Study of Second Language Acquisition. Oxford: OUP.

Ellis, R. and Barkhuizen, G. (2004). Analysing Learner Language. Oxford: OUP.

Foley, J. (1994) 'Key concepts in ELT: Scaffolding' ELT Journal 48 (1) pp. 101-1

Forman, R. (2008) 'Using notions of scaffolding and intertextuality to understand the bilingual teaching of English in Thailand' Linguistics and Education 19 pp. 319-332

Guardian Science Weekly Podcast 'Universal grammar: are we born knowing the rules of language?' 11 January 2017

Griffiths, C. (2004) 'Language Learning Strategies: Theory and Research' Occasional paper no. 1

Hall, D. and Hewings. A. (Eds.) (2000) Innovation in English Language Teaching. London: Routledge ISBN: 0415241243

Halliday M.A.K (2004 [1980]) 'Three aspects of children's language development' in Halliday, M.A.K. (ed.) The Language of Early Childhood: Vol. 4 The Collected Works of M.A.K. Halliday

Harmer, J. (2007). How to Teach English. London: Longman or Harmer J (2015) The Practice of English Language Teaching, Longman Handbooks for Language Teaching

Hammond, J & Gibbons, P. (2005) 'Putting scaffolding to work: The contribution of scaffolding in articulating ESL education' Prospect Vol. 20, No. 1

Hoey, M. (2001). Textual Interaction. London: Routledge. (E-book google / kindle edition available)

Hughes, J. (2014). ETpedia. Hove: Pavilion (see also https://www.myetpedia.com/elt-blog/)

Larsen-Freeman D & Anderson M. (2011). Techniques and Principles in Language Teaching. Oxford: OUP. (Kindle edition available)

Lessard-Clouston, M. (1st pub. 1997) 'Language Learning Strategies: An Overview for L2 Teachers' The Internet TESL Journal

Lewis, M. (1993). The Lexical Approach. Hove: LTP.

Lewis, M. (1997). Implementing the Lexical Approach. Hove: LTP.

McDonough, J. & Shaw, C. (2003 / 2012). Materials and Methods in ELT. Oxford: Blackwell. (Kindle edition available)

Meddings, L. & Thornbury S. (2012) Teaching Unplugged, Delta Teacher Development Series

Mishan, F. & Timmis, I. (2015) Materials Development for TESOL, Edinburgh Textbooks in TESOL . (Kindle edition available)

Mitchell, R., Myles, F. & Marsden, E. (2013 3rd ed.). Second Language Learning Theories, Routledge (Kindle edition available).

Oxford, R. (2011) Teaching & Researching: Language Learning Strategies (Applied Linguistics in Action), Routledge (Kindle edition available)

Oxford, R. (2003) Learning Styles and Strategies, Oxford GALA,

Pritchard, A. (2013). Ways of learning: Learning theories and learning styles in the classroom. Abingdon: Routledge (Kindle edition available)

Scharle, A. and Szabo, A. Learner Autonomy. Cambridge University Press: Cambridge, 2000. ISBN: 0521775345

Skehan, P. A Cognitive Approach to Language Learning. Oxford University Press: Oxford, 1998. ISBN: 0194372170

Skehan, P. Individual Differences in Second Language Learning. Arnold: London, 1989. ISBN: 0713166029 (Kindle edition available)

Skehan, P. (1996) A Framework for the Implementation of Task-based learning

Thornbury, S. About Language. Cambridge University Press: Cambridge, 1997. ISBN: 0521427207 **

Vygotsky, L. (1994 [1978]) 'Interaction between Learning and Development in Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes (Cole, M., John-Steiner, V., Scribner, S. & Souberman, E., Eds.) Cambridge, Mass.: Harvard University Press.

White, L. Second Language Acquisition and Universal Grammar. Cambridge University Press: Cambridge, (2003 / 2012). ISBN: 0521796474 (Kindle edition available)

Williams, M., Mercer, S. Ryan, S. Exploring Psychology in Language Learning and Teaching, 2015, (Oxford Handbooks for Language Teachers)**

Willis, J. A & Willis D. Doing Task-Based Teaching: A practical guide to task-based teaching for ELT training courses and practising teachers. 2007 (Oxford Handbooks for Language Teachers) (Kindle edition available) **

Willis, D. (2003). Rules, Patterns and Words. Cambridge: CUP.

General pedagogy

Carter, R. and Nunan, D. (2001). The Cambridge Guide to Teaching English as a Second or Other Language. Cambridge University Press: CUP. (Kindle edition available)

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What makes great teaching? Review of the underpinning research [online]. Available at http://www.suttontrust.com/researcharchive/great-teaching/. Accessed on 11/02/17

Finley, T. Are Learning Styles Real - and Useful? 2015 Edutopia Accessed on 11/02/17

Freire, P. (1970). The Pedagogy of the Oppressed. London: Continuum.

Hattie, J. (2003). Teachers make a difference: what is the research evidence?. Melbourne: Australian Council for Educational Research. Accessed on 11/02/17

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Abingdon: Routledge (Kindle Edition available)

Nunan, D. (2015) Teaching English to Speakers of Other Languages: An Introduction, Routledge

Petty, G. (2009). Evidence-Based Teaching A Practical Approach. Oxford: OUP. And Geoff's books for downloads for EBT

Scrivener, J. (2005 / 2011). Learning Teaching. London: Macmillan.

Sotto, E. (2007). When teaching becomes learning: A theory and practice of teaching. London: Continuum.

Thompson S. & N (2008) The Critically Reflective Practitioner, Palgrave: Macmillan (Kindle edition available)

Thompson, N. & Pascal J. Developing critically reflective practice in Reflective Practice Vol 13, No. 2., April 2012 pp. 311-325 (free download on ResearchGate)

Ur, P. (1996). A Course in Language Teaching Practice. Cambridge: CUP.

Listening

Hedge, T. (2000) Teaching and Learning in the Language Classroom: A guide to current ideas about the theory and practice of English language teaching (Oxford Handbooks for Language Teachers)

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Anderson, A. & Lynch, T. (1988). Listening. Oxford: OUP

Brown, G. (1990) Listening to Spoken English (Applied Linguistics and Language Study) Routledge

Cauldwell, R. (2013). Phonology for Listening. Birmingham: Speechinaction.

Davis, P. & Kryszewska, H. (2012) The Company Words Keep, Delta Publishing

Dellar, H. & Walkley, A. (2016) Teaching Lexically: Principles and Practice, Delta Publishing

Field, J. (2000). Finding one's way in the fog: listening strategies and second-language Learners. MET. 9/1.

Field, J. (2008). Listening in the Language Classroom. Cambridge. CUP (Kindle edition available)

Field, J. (1998) 'Skills and Strategies: towards a new methodology for listening'. ELTJ. 52/2.

Goh, C. (1997). 'Metacognitive awareness and second language listeners'. ELTJ. 51/4.

Ridgway, T. (2000). 'Listening Strategies – I beg your pardon?' ELTJ. 54/2.

Rost, M. (2013). Teaching and researching: Listening. Abingdon: Routledge.

Wilson, J. (2008). How to Teach Listening. Harlow: Pearson Longman.

Speaking

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Nolasco, R. & Arthur, L. (1987). Conversation. Oxford: OUP.

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Thornbury, S. (2005). Beyond the Sentence. Macmillan

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Raimes, A. (1983). Techniques in Teaching Writing. Oxford: OUP.

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BARDOVI-HARLIG, K. and DÖRNYEI, Z. (1998), 'Do Language Learners Recognize Pragmatic Violations? Pragmatic Versus Grammatical Awareness in Instructed L2 Learning'. TESOL Quarterly, 32: 233–259.

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Celce-Murcia, M., Brinton, D. M., Goodwin, J. M. (2010) Teaching Pronunciation – a reference for teachers of English to speakers of other languages (second edition) (chapters 5, 6, 11), Cambridge: Cambridge University Press.

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Further Resources

The New School Youtube Channel https://www.youtube.com/user/thenewschoolnyc

Leo Sellivan's Blog Leoxicon

Scott Thornbury's Blog An A-Z of ELT

IATEFL Online

TED and TEDed