

CERTIFICATE FOR PRACTISING TEACHERS COURSE OUTLINE:

COMMUNICATIVE METHODS

Candidate Course Information.



1. Centre Details

ELTANZ is an independent registered New Zealand limited company set up to deliver Trinity College London *Certificate for Practising Teachers* courses for clients overseas and online and does not have physical premises for teaching purposes.

In the present situation, constrained by Covid-19 limitations, we are running online courses for schools and universities, conducting live sessions via Zoom, and providing materials through Google Classroom.

2. Centre Contact

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4. Timetable with assignment dates

Timetable for Cert PT Communicative English

Week	Sessions 1.5 hours	Pre session work	Live Session Saturday	Homework	Assignment due Friday		
1	1	Read candidate guide re task 1	<i>Introductions & Task1 intro</i> GC CC1, CC7, CC8	Select and critique materials for T1	Draft Task 1		
	2	Reading on Needs Analysis	<i>How to do a Needs Analysis</i> ET CC2, CC8	Write T1			
2	1	<i>Model lesson Reading (video obs)</i> CC1, CC2, CC3, CC6, CC7, CC10	<i>Teaching Reading</i> GC CC1, CC2, CC3, CC6, CC7, CC10 FB Draft T1	Prep for Micro teaching 1 (reading)	Final Task 1		
	2		<i>Teaching Vocab</i> ET CC2, CC4, CC7, CC9	Write final Task 1			
3	1	Reading on referencing Read candidate guide re task 2	<i>Referencing and academic conventions</i> ET CC8, CC12 FB FinalT1/ Input Task 2	Write draft Task 2	Draft Task 2		
	2	Prep for micro teaching	<i>Micro teaching 1 Vocab</i> GC & ET CC3, CC9				
4	1	<i>Model lesson Writing (video obs)</i>	<i>Teaching Writing (GC)</i> CC1, CC2, CC3, CC5, CC6, CC7, CC10 FB Draft T2	Prep for micro teaching 2 reading	Final Task 2		
	2		Read notes on Classroom management	<i>Classroom management and teacher language</i> ET		Write Final Task 2	

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			CC8, CC10 CC11, CC12				
5	1	Read notes on pron. Read candidate guide to task 3	<i>Teaching pronunciation</i> GC CC8, CC10, CC11, CC12 FB Final T2/ Input Task 3	Write Draft Task 3	Draft Task 3		
	2	Prepare micro-teaching 2	<i>Micro-teaching 2 Reading</i> GC & ET	Prepare micro-teaching 3			
6	1	Reading on drama	<i>Drama in the classroom</i> GC CC1, CC2 CC4, CC5 FB Draft T3	Write Final Task 3	Final Task 3		
	2	Prepare micro-teaching 3	<i>Micro teaching 3 writing</i> GC & ET				
7	1	<i>Model lesson listening (video obs)</i> CC1, CC2, CC3, CC6, CC7, CC10	<i>Teaching listening</i> ET CC3, CC9 FB Final T3/ Input Task 4	Teach Task 3 and record how it went			
	2	Read notes on Grammar teaching	<i>Grammar can be fun!</i> ET CC1, CC2, CC3, CC7, CC9				
8	1	<i>Model online lesson (video obs)</i>	<i>Teaching online</i> ET	Write draft Task 4	Draft Task 4		
	2	Read on music and games in the classroom	Music and Games ET CC5, CC7				
9	1	Read notes on integrating skills	Integrating skills GC FB Draft T4	Write Final Task 4	Final Task 4		
	2	<i>Model lesson Speaking</i> CC1, CC2, CC3 CC6, CC7, CC10	<i>Teaching speaking</i> ET	Prepare Micro-teaching 4			
10	1	Read notes on speaking practice	<i>Speaking practice: choral drills, jazz chants</i>	Check and assemble portfolio	Portfolio assembly		

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			GC CC7,CC8, CC9 FB Final T4				
	2	Prepare Micro- teaching 4	Micro- teaching 4 listening and speaking				

These details are subject to possible alteration.

Notes:

5. In order to gain the Trinity Cert PT qualification, you will have to successfully complete four tasks. Below is information on the Tasks and the Assessment Criteria.

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Tasks and rating scales

TASK 1: RESOURCE EVALUATION

Candidates produce an evaluation of a printed or online teaching/training resource:

- Evaluating the resource through the lens of their own professional practice
- Making explicit links to their teaching/training context
- Demonstrating insight into wider educational practices and the impact it has had on their own professional practice
- Including a fully referenced copy of the resource in the appendices

Suggested word/character count: English: 750 | English & Spanish: 900 | English & Mandarin Chinese: 1,050
 Maximum word/character count: English: 1,000 | English & Spanish: 1,200 | English & Mandarin Chinese: 1,400

Rating scale

Criterion A: Evaluation of resource	1A mark	Criterion B: Framing within the educational setting	1B mark	Criterion C: Insight into professional practice	1C mark	Criterion D: Academic conventions	1D mark
Excellent evaluation of resource	4	Demonstrates an excellent knowledge of how methods and techniques can be related to the educational setting	4	Demonstrates an excellent insight into the assumptions and principles that underpin professional practice	4	Excellent use of academic conventions, including: ▸ Organisation ▸ Use of relevant references	4
Good evaluation of resource	3	Demonstrates a good knowledge of how methods and techniques can be related to the educational setting	3	Demonstrates a good insight into the assumptions and principles that underpin professional practice	3	Good use of academic conventions, including: ▸ Organisation ▸ Use of relevant references	3
Satisfactory evaluation of resource	2	Demonstrates satisfactory knowledge of how methods and techniques can be related to the educational setting	2	Demonstrates a satisfactory insight into the assumptions and principles that underpin professional practice	2	Satisfactory use of academic conventions, including: ▸ Organisation ▸ Use of relevant references	2
Poor evaluation of resource	1	Demonstrates poor knowledge of how methods and techniques can be related to the educational setting	1	Demonstrates poor insight into the assumptions and principles that underpin professional practice	1	Poor use of academic conventions, including: ▸ Organisation ▸ Use of relevant references	1
Poor to no evaluation of resource	0	Demonstrates poor to no knowledge of how methods and techniques can be related to the educational setting	0	Demonstrates poor to no insight into the assumptions and principles that underpin professional practice	0	Poor to no use of academic conventions, including: ▸ Organisation ▸ Use of relevant references	0

Maximum mark: 16

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TASK 2: RATIONALE FOR AN ADAPTED RESOURCE

Candidates produce a rationale for a resource they have adapted to be suitable for at least 15 minutes' teaching/training for a specified learner/learner group:

- Explaining the reasons for the adaptations, making direct reference to the specified learner/learner group
- Demonstrating insight into wider educational practices and the impact it has had on their own professional practice
- Including a fully referenced copy of both the adapted resource and the original resource in the appendices

Suggested word/character count: English: 750 | English & Spanish: 900 | English & Mandarin Chinese: 1,050
 Maximum word/character count: English: 1,000 | English & Spanish: 1,200 | English & Mandarin Chinese: 1,400

Rating scale

Criterion A: Rationale for classroom practice	2A mark	Criterion B: Framing within the educational setting	2B mark	Criterion C: Insight into professional practice	2C mark	Criterion D: Academic conventions	2D mark
Excellent explanation of how and why the resource is suitable for the learner(s) in the class	4	Demonstrates an excellent knowledge of how methods and techniques can be related to the educational setting	4	Demonstrates an excellent insight into the assumptions and principles that underpin professional practice	4	Excellent use of academic conventions, including: <ul style="list-style-type: none"> ▫ Organisation ▫ Use of relevant references 	4
Good explanation of how and why the resource is suitable for the learner(s) in the class	3	Demonstrates a good knowledge of how methods and techniques can be related to the educational setting	3	Demonstrates a good insight into the assumptions and principles that underpin professional practice	3	Good use of academic conventions, including: <ul style="list-style-type: none"> ▫ Organisation ▫ Use of relevant references 	3
Satisfactory explanation of how and why the resource is suitable for the learner(s) in the class	2	Demonstrates satisfactory knowledge of how methods and techniques can be related to the educational setting	2	Demonstrates a satisfactory insight into the assumptions and principles that underpin professional practice	2	Satisfactory use of academic conventions, including: <ul style="list-style-type: none"> ▫ Organisation ▫ Use of relevant references 	2
Poor explanation of how and why the resource is suitable for the learner(s) in the class	1	Demonstrates poor knowledge of how methods and techniques can be related to the educational setting	1	Demonstrates poor insight into the assumptions and principles that underpin professional practice	1	Poor use of academic conventions, including: <ul style="list-style-type: none"> ▫ Organisation ▫ Use of relevant references 	1
Poor to no explanation of how and why the resource is suitable for the learner(s) in the class	0	Demonstrates poor to no knowledge of how methods and techniques can be related to the educational setting	0	Demonstrates poor to no insight into the assumptions and principles that underpin professional practice	0	Poor to no use of academic conventions, including: <ul style="list-style-type: none"> ▫ Organisation ▫ Use of relevant references 	0

Maximum mark: 16

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Tasks and rating scales

TASK 3: RATIONALE FOR AN ORIGINAL RESOURCE

Candidates produce a rationale for an original resource they have created that is suitable for at least 15 minutes' teaching/training for a specified learner/learner group:

- Making direct reference to the specified learner/learner group
- Demonstrating insight into wider educational practices and the impact it has had on their own professional practice
- Including a copy of the resource in the appendices

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 Maximum word/character count: English: 1,000 | English & Spanish: 1,200 | English & Mandarin Chinese: 1,400

Rating scale

Criterion A: Rationale for classroom practice	3A mark	Criterion B: Framing within the educational setting	3B mark	Criterion C: Insight into professional practice	3C mark	Criterion D: Academic conventions	3D mark
Excellent explanation of how and why the resource is suitable for the learner(s) in the class	4	Demonstrates an excellent knowledge of how methods and techniques can be related to the educational setting	4	Demonstrates an excellent insight into the assumptions and principles that underpin professional practice	4	Excellent use of academic conventions, including: <ul style="list-style-type: none"> ▫ Organisation ▫ Use of relevant references 	4
Good explanation of how and why the resource is suitable for the learner(s) in the class	3	Demonstrates a good knowledge of how methods and techniques can be related to the educational setting	3	Demonstrates a good insight into the assumptions and principles that underpin professional practice	3	Good use of academic conventions, including: <ul style="list-style-type: none"> ▫ Organisation ▫ Use of relevant references 	3
Satisfactory explanation of how and why the resource is suitable for the learner(s) in the class	2	Demonstrates satisfactory knowledge of how methods and techniques can be related to the educational setting	2	Demonstrates a satisfactory insight into the assumptions and principles that underpin professional practice	2	Satisfactory use of academic conventions, including: <ul style="list-style-type: none"> ▫ Organisation ▫ Use of relevant references 	2
Poor explanation of how and why the resource is suitable for the learner(s) in the class	1	Demonstrates poor knowledge of how methods and techniques can be related to the educational setting	1	Demonstrates poor insight into the assumptions and principles that underpin professional practice	1	Poor use of academic conventions, including: <ul style="list-style-type: none"> ▫ Organisation ▫ Use of relevant references 	1
Poor to no explanation of how and why the resource is suitable for the learner(s) in the class	0	Demonstrates poor to no knowledge of how methods and techniques can be related to the educational setting	0	Demonstrates poor to no insight into the assumptions and principles that underpin professional practice	0	Poor to no use of academic conventions, including: <ul style="list-style-type: none"> ▫ Organisation ▫ Use of relevant references 	0

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Tasks and rating scales

TASK 4: REFLECTION ON RESOURCE USE

Candidates write a reflection on the use of either the adapted resource (from task 2) or the original resource (from task 3):

- ▶ Identifying strengths and weaknesses of the resource, with direct reference to the specified learner/learner group
- ▶ Suggesting solutions for the identified weaknesses and, where appropriate, for improving the strengths
- ▶ Including evidence of learner, peer and/or manager feedback on the use of the resource

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 Maximum word/character count: English: 1,000 | English & Spanish: 1,200 | English & Mandarin Chinese: 1,400

Rating scale

Criterion A: Reflection on practice	4A mark	Criterion B: Framing within the educational setting	4B mark	Criterion C: Insight into professional practice	4C mark	Criterion D: Academic conventions	4D mark
Excellent reflection on practice, including: ▶ Evaluation of use of resource ▶ Relevant actions based on evaluation	4	Demonstrates an excellent knowledge of how methods and techniques can be related to the educational setting	4	Demonstrates an excellent insight into the assumptions and principles that underpin professional practice	4	Excellent use of academic conventions, including: ▶ Organisation ▶ Use of relevant references	4
Good reflection on practice, including: ▶ Evaluation of use of resource ▶ Relevant actions based on evaluation	3	Demonstrates a good knowledge of how methods and techniques can be related to the educational setting	3	Demonstrates a good insight into the assumptions and principles that underpin professional practice	3	Good use of academic conventions, including: ▶ Organisation ▶ Use of relevant references	3
Satisfactory reflection on practice, including: ▶ Evaluation of use of resource ▶ Relevant actions based on evaluation	2	Demonstrates satisfactory knowledge of how methods and techniques can be related to the educational setting	2	Demonstrates a satisfactory insight into the assumptions and principles that underpin professional practice	2	Satisfactory use of academic conventions, including: ▶ Organisation ▶ Use of relevant references	2
Poor reflection on practice, including: ▶ Evaluation of use of resource ▶ Relevant actions based on evaluation	1	Demonstrates poor knowledge of how methods and techniques can be related to the educational setting	1	Demonstrates poor insight into the assumptions and principles that underpin professional practice	1	Poor use of academic conventions, including: ▶ Organisation ▶ Use of relevant references	1
Poor to no reflection on practice, including: ▶ Evaluation of use of resource ▶ Relevant actions based on evaluation	0	Demonstrates poor to no knowledge of how methods and techniques can be related to the educational setting	0	Demonstrates poor to no insight into the assumptions and principles that underpin professional practice	0	Poor to no use of academic conventions, including: ▶ Organisation ▶ Use of relevant references	0

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CertPT assessment pass bands

CertPT assessment pass bands

QUALIFICATION PASS BAND

(Individual tasks only receive a numeric score)

Band	Total marks	Notes
Pass with Distinction	54-64 (eg 8 / 8+ / 8+ / 8+)	Every task must achieve 8/16, ie a 'pass', as a minimum.
Pass with Merit	43-53 (eg 8 / 8 / 8+ / 8+)	Every task must achieve 8/16, ie a 'pass', as a minimum.
Pass	32-42 (eg 8 / 8 / 8 / 8+)	Every task must achieve 8/16, ie a 'pass', as a minimum.
Refer	8-31 (eg 8 / 0 / 0 / 0+)	Where the mark is under 50% of the total mark (64) and if one, two or three tasks receive a mark of less than 8/16, ie the task does not 'pass', the candidate is referred. If four tasks receive a mark of less than 8/16, the candidate fails.
	32-48 (eg 9 / 8 / 8 / 7)	Where the mark is 50% or more of the total mark (64) and if one, two or three of the four tasks are not passed, ie achieved less than 8/16, ie the task does not 'pass', the candidate is referred.
Fall	0-28 (eg 7 / 7 / 7 / 7)	If all four of the four tasks are marked less than 8/16, ie the tasks don't 'pass', the candidate fails the qualification.

RESUBMISSION* TASK PASS MARK

(Only for candidates who have been referred)

Task resubmission band	Total marks	Notes
Pass	8-16	Only one resubmission attempt is permitted and must be completed within 4 weeks of original moderation. If two or three tasks failed to pass (achieved less than 8/16 each) in the original moderation, they must all be submitted for resubmission moderation at the same time.
Fall	0-28	If any task is not passed after a resubmission moderation and remark, the CertPT cannot be awarded for this set of work.

Note 1: Trinity is committed to ensuring that the standard of each qualification remains consistent over time and so reserves the right to make appropriate adjustments to published grade thresholds and/or methods of aggregating marks.

Note 2: All tasks must pass (receive a minimum of 8/16 marks) for the CertPT to be awarded. Other than gaining 8 marks overall, there are no other criteria for passing a task.

Note 3: Moderation/second marking should only be conducted when in receipt of all four tasks and when these are within the total count (1,000 words in English with local language equivalents when written bilingually). Where one or more tasks are missing or are outside the word limit, none of a candidate's tasks can be moderated/second marked. Word count includes all text in the written body of an assignment but not the title, reference list or associated lesson resource and/or assessment evidence. There is no minimum word count. The word count must be included for each task.

* Resubmissions are revisions of the original task rather than the submission of a new task

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8. Professional practice and the plagiarism policy

In Western academic tradition, when someone has an idea, they own it as their intellectual property. Therefore, if another person copies this idea without acknowledging the original author, this is regarded as theft of intellectual property, and is called plagiarism. ELTANZ and Trinity regard plagiarism as malpractice, or cheating, which will result in candidates being disqualified.

All assignments completed for the Cert PT with ELTANZ should be written according to the American Psychological Association (APA) 7th Edition system, which is used by many tertiary institutions, in order to avoid plagiarism.

9. Equal Opportunities policy

ELTANZ is an Equal Opportunities employer and course provider, treating all individuals equally. The aim of our policy is to ensure that no teacher/tutor or course participant receives less favourable treatment on the grounds of their race, gender, ethnic or national origin, age, colour, sexuality, gender reassignment status, religious or political beliefs, marital status and social class, responsibilities for dependents, physical or mental disability, or offending background, or is disadvantaged by conditions or requirements or practices which cannot be shown to be justifiable. ELTANZ opposes all forms of unlawful discrimination.

10. Complaints and appeals

Complaints: If course participants have any complaints which the Course Director cannot address, Trinity College London will be course participants' next point of contact. Further information is available at www.trinitycollege.com/policies.

Appeals: In the first instance, please contact your Course Director if you think there has been an error with your assessment. If your question remains unresolved, appeals against final grades should then be made to Trinity College London. Further information is available at www.trinitycollege.com/appeals.