



Teaching English to Speakers of Other Languages:

**Trinity College London
TESOL Qualifications
and Validated Course
Providing Organisations**

from November 2015

Trinity College London
www.trinitycollege.com

Charity number 1014792

Patron HRH The Duke of Kent KG

Copyright © 2015 Trinity College London

Published by Trinity College London

First edition, November 2015

Introduction

Who is this booklet for?

This booklet has been written by Trinity College London for those who wish to follow courses leading to the award of any of Trinity's training qualifications in teaching English to speakers of other languages (TESOL).

Which courses are included?

The following qualifications are delivered and recognised in the UK and worldwide:

- ▶ Level 5 Certificate in Teaching English to Speakers of Other Languages (CertTESOL)
- ▶ Level 7 Licentiate Diploma in Teaching English to Speakers of Other Languages (DipTESOL)
- ▶ Level 7 Fellowship Diploma in TESOL Education Studies (FTCL)
- ▶ Teaching Young Learners Extension Certificate (TYLEC)
- ▶ Certificate in International Business English Training (CertIBET)
- ▶ Certificate in Teaching Languages with Technology (CertICT).

What do the levels refer to?

The references to levels refer to the location of the qualifications on the Qualifications and Credit Framework (QCF) as regulated by the Office of Qualifications and Examinations Regulation (Ofqual), the statutory body in the UK authorised to scrutinise qualifications in this area.

Terminology

Throughout this booklet Trinity refers to trainees as being those attending a certificate course, and candidates as those attending a diploma course. The term 'students' is used to refer to the learners who are taught by the trainees and candidates as part of their teaching practice. The information in this booklet is also available on the Trinity website at www.trinitycollege.com/tesol

Accreditation UK is the national accreditation scheme for English language teaching provision throughout the UK in private schools, colleges and universities and is managed through a partnership between the British Council and English UK. Details of the scheme may be found at www.britishcouncil.org/accreditation and www.englishuk.com/en/students/english-in-the-uk/accreditation-uk

How do I use this booklet?

First, turn to the section 'What are the Trinity qualifications?' on page 8, where you can find brief information about each of our qualifications.

Once you have decided which qualification is appropriate to your needs and experience, and where you want to study, turn to the relevant section of the booklet to find a course provider.

You will find that some providers offer short intensive courses and that others offer longer part-time courses. It is also possible to achieve a CertTESOL as part of a full degree programme at a British university.

How do I obtain details of different courses?

The next step is to contact the course provider who will give you details of the course, including entry requirements, start and finish dates, location, hours and days of attendance, assessment procedures, accommodation, special facilities, fees and any other information relevant to your application. Trinity College London has made every attempt to obtain from its course providers accurate information about their courses. However, these details do change from time to time, so it is important to obtain the latest information as soon as you know when you want to start training. You can also see an up-to-date list of Trinity course providers with contact details on Trinity's website.

Introduction

What fees are payable to Trinity?

You can obtain details of all CertTESOL moderation and DipTESOL exam fees from individual centres.

Course providers can obtain details of all CertTESOL moderation and DipTESOL exam fees from Trinity's central office or by emailing tesol@trinitycollege.com

Certificate moderation fees

Trinity requires from each course provider what is known as a moderation fee for every trainee. These fees vary from one region of the world to the other. They cover the direct and indirect costs to Trinity of the full moderation process.

Diploma exam fees

Trinity requires from each course provider the appropriate fees for the diploma exams that diploma candidates take. These fees vary from one region of the world to the other. They cover the direct and indirect costs to Trinity of the full exam process.

Moderation or exam fees for other Trinity TESOL qualifications

These vary depending on the specific qualification but a fee for each trainee or candidate is payable to Trinity.

Course fees

In addition, course providers set their own course fees and these are not controlled by Trinity, nor can Trinity enter into any dispute between trainees or candidates and their course providers about course fees.

Are there appeals and complaints procedures for people who are dissatisfied with their end-of-course results or the training itself?

There is a formal appeals process for those who wish to appeal against failure on a Trinity College London TESOL course. Trainees/candidates may not appeal against referral (eg requirement to repeat a piece of work). There is also a complaints procedure for those who feel that the course may not have been run in line with Trinity's published Validation Requirements. For details of the complaints procedure please email your request to tesol@trinitycollege.com. Please see www.trinitycollege.com/appeals for the most up-to-date appeals procedure.

Why choose a Trinity qualification?

Trinity as an independent validating body

Trinity College London is an independent awarding body and exam board. Trinity does not run training courses itself but validates other course providers' certificate and diploma courses that meet its criteria. Trinity also ensures that every validated TESOL course provider works to the same high standards that are set out in its Validation Requirements, for which there are separate versions for certificate, diploma and other programmes.

Trinity's validation process

All Trinity certificate and diploma providers have had their courses validated following a rigorous inspection process. Course participants can be sure that the core course components and mode of delivery leading to a Trinity qualification are the same for all course providers. There will, however, be differences in timetabling and specific features of training from one organisation to another. All courses are regularly monitored to ensure consistency of quality and coverage.

Trinity's national and international recognition

Trinity's CertTESOL and DipTESOL meet the specifications set by the Office of Qualifications and Examinations Regulation at Levels 5 and 7 of the UK Qualifications and Credit Framework respectively. They are accepted by the British Council as appropriate certificate and diploma qualifications in the Council's teaching operations outside the UK, and by Accreditation UK, the scheme for the accreditation of English language teaching organisations run jointly by the British Council and English UK.

A CertTESOL provides sound initial training for entry into the profession. A diploma is the most common level of qualification for a Senior Teacher or Director of Studies. Many employers in the UK and worldwide, in the independent and state sectors, accept Trinity's CertTESOL and DipTESOL as essential academic qualifications for their staff.

However, those interested in working in the primary and secondary sectors outside the UK should ensure that they understand the national and/or regional requirements for teachers fully before travelling to any particular country to look for employment.

Teachers already holding a Trinity CertTESOL or DipTESOL (or their equivalents) may be granted approved prior experience and learning (APEL) against other qualifications. Further information on all Trinity's TESOL qualifications is available from Trinity's central office and the Trinity website.

Practical and relevant training focusing on skills and knowledge

Trinity qualifications cover integrated practice and theory as appropriate to the particular teaching level and sector. They are designed to suit the practical teaching needs of those who take the courses. On completion of a CertTESOL course, new teachers are equipped to enter the classroom confident that they are following the basic principles of good and appropriate teaching and that they have been trained to make good use of reference materials and teaching resources. They have been encouraged to reflect regularly on what constitutes good practice in their own working environment. Their professional development will continue after initial training. With sufficient teaching experience and an aptitude for academic study, they may wish to go on to complete Trinity's DipTESOL course and exams and seek positions of responsibility in the profession.

Wide choice of training organisations

Over 100 training organisations in the UK and around the world have chosen what they believe to be both the best qualification and the most attractive course for potential teachers. Over 300 courses are run every year leading to approximately 3,000 trainees achieving a Trinity College London certificate qualification. Annually, approximately 500 are successful in one of the diploma exams.

Why train?

Traditionally many speakers of English have believed that they can become a teacher of English with no training. While many have found teaching posts in the past, this situation is changing, and most reputable and well-established employers now require teachers to be properly qualified.

Whether inside or outside the UK, most employers now require a CertTESOL level qualification as a minimum requirement when employing teachers. There are many different types of TESOL course available but not all are equally recognised and accepted by employers. Before starting any course, it is worth checking with the awarding body (eg Trinity College London) and the course provider on the value or currency of the qualification with employers. This issue is frequently addressed by teachers and employers on the internet.

The certificate level qualification most widely accepted by well-established employers of English language teachers is run over a minimum of 130 hours and includes observed and assessed teaching practice with genuine English language learners as well as a number of other practical and written assignments that are assessed and/or moderated by an independent awarding body or exams body. The Trinity CertTESOL is one of the best examples of this kind of qualification.

Areas of English language use and language teaching

Anyone considering teaching English to students whose first language is not English must first understand the different areas of English teaching. What are EFL, ESOL, EAP, ESP, TESL and TESOL? This is regularly a subject of discussion among teachers.

The terms that Trinity uses are ESOL and TESOL. These stand for **English for Speakers of Other Languages** and **Teaching English to Speakers of Other Languages**. These terms have become widely accepted in the profession, and TESOL is commonly understood to incorporate two areas of teaching – TEFL and TESL (Teaching of English as a Foreign/Second Language). To avoid confusion in speech TESL is normally pronounced as if it were written 'TESSLE' and TESOL is normally pronounced as if it were written 'TEASOL'. Throughout this booklet the term TESOL is used to cover all teacher training contexts.

TEFL (Teaching English as a Foreign Language) has traditionally been applied to the teaching of English to people for whom English is a foreign or new language. Their learning objectives tend to be English for leisure, work and academic purposes, and for communication with other EFL speakers. They may or may not intend to use English on a daily basis, depending on where they plan to live, work or study. Many such learners have come to the UK for their English studies, although increasingly they receive a good level of English teaching in their own schools at home.

TESL (Teaching English as a Second Language) has traditionally been applied to the teaching of English to people for whom English is a second language in their home country, or people who are settling in an English-speaking country. They are less likely to come to the UK for English studies alone, and more likely to want to settle on a more or less permanent basis in the UK. Sometimes they may already use English extensively in their own country as well as one or more other languages. The acronym EAL (English as an Additional Language) has replaced ESL in some quarters. Sometimes different terms are used depending on the source of government funding available for those particular learners of the language. At the time of writing, the term ESOL is the one most commonly used in the UK to refer to this group.

The terms **TESL** and **TESOL** are widely interchangeable in the USA and refer to the teaching of people who live in an English-speaking environment, whose first language is not English, and who need to use English to integrate into the cultural, educational and commercial environment on a daily basis.

Applicants for TESOL training courses need to be aware that the question of what is an individual's first, second or foreign language can be a complex issue and is often related to that person's political and legal rights. Many people (particularly outside the UK) have lived in parts of the world where more than one language is regularly spoken, sometimes in different contexts (eg home versus work) and sometimes in parallel, depending on the language of the other interlocutors.

Areas of English language use and language teaching

The fact that English is spoken so widely on an international basis has meant that speakers of English as a first language often do not have these multi-lingual skills and do not always understand the most common issues that occur in learning a new language. It is now accepted that many speakers of English as a second or foreign language have an equivalent level of ability in all skills in English as those who speak it as a first language – and may make excellent teachers of English.

EAP is used to refer to English for academic (study) purposes, eg the use of English in an academic environment for the purposes of taking part in seminars, listening to lectures and writing formal assignments.

ESP is used to refer to English for specific purposes, eg English for specialist professional areas such as medicine, engineering and commerce.

What are the Trinity qualifications?

What are the Trinity qualifications?

Trinity College London offers a range of qualifications in TESOL. The one most widely taken up by trainees new to the profession is the initial certificate qualification, the CertTESOL. The Licentiate diploma, DipTESOL, is popular among established classroom teachers with at least two years' classroom experience and an aptitude for higher academic study and its applications in the classroom.

CertTESOL

(Trinity Level 5 Certificate in Teaching English to Speakers of Other Languages)

The CertTESOL is designed for those with little or no previous experience in TESOL. It equips them with the basic skills and theoretical knowledge needed to take up a post as a teacher of EFL/ESOL (outside the UK further education sector) and gives a firm foundation for self-evaluation and further development. Trainees must follow a CertTESOL course fully validated by Trinity College London and complete all assignments, including teaching practice, to the required standard before the CertTESOL can be awarded. The course cannot be followed by distance learning alone, although all intensive and some part-time courses include a pre-course distance component.

Trinity's minimum age requirement for entry to courses is 18, although many course providers specify 20 or 21. Trainees may have English as a first, second or foreign language, but in all cases they must demonstrate a high level of English in speaking, listening, writing and reading in order to be accepted on a course. An independent moderator, appointed and trained by Trinity, visits every course towards the end to talk to tutors and trainees, to moderate marks for written and practical assignments and to assess one component of the programme.

Every CertTESOL course covers a programme of at least 130 hours, including the following:

- ▶ at least six hours of practical teaching experience with genuine language learners, observed and assessed instruction in the form, function and meaning of English including grammar and phonology
- ▶ training in a range of teaching approaches and methods, and class management and motivation
- ▶ the learning of some basic elements of a language they do not know to give trainees first-hand experience of the beginner's perspective
- ▶ the development of a language learning profile of a student of English
- ▶ a practical materials assignment
- ▶ preparation for further professional development as a teacher and team member.

DipTESOL

(Trinity Level 7 Licentiate Diploma in Teaching English to Speakers of Other Languages)

The DipTESOL is an advanced teaching qualification for practising teachers of EFL/ESOL at Level 7 of the Qualifications and Credit Framework.

Candidates for the DipTESOL exams must have a degree or equivalent, two years' full-time TESOL experience or equivalent.

Syllabus

The exam comprises:

Unit 1: Written Paper

Three sections relating to language, learning and teaching, and professional development.

Unit 2: Coursework Portfolio

Section 1: the observation instrument. Development of a classroom observation instrument and its use and modification over 10 hours of observation of experienced, qualified teachers.

Section 2: the developmental record. A record of the candidate's teaching over a minimum of 10 hours, based on a specified set of developmental objectives.

Section 3: the independent research project. A project based on a piece of research of personal and professional interest to the candidate.

Unit 3: Phonological Theory in Classroom Practice

Three sections based on a prepared talk on an aspect of phonology teaching, a phonemic transcription exercise, and further discussion.

Unit 4: Teaching Practice

Five hourly sessions of assessed teaching practice with genuine learners, supported by a teaching journal, with one of the sessions externally assessed by the Trinity examiner.

There is more information for candidates in the DipTESOL Validation Requirements, Syllabus and Bibliography.

FTCL

(Trinity Level 7 Fellowship Diploma in TESOL Education Studies (FTCL))

The Fellowship Diploma in TESOL Education Studies (FTCL) awarded by Trinity College London is a high level qualification that recognises the achievements of experienced professionals in the field of TESOL. It is at Level 7 (as diploma and master's level qualifications) on the UK Qualifications and Credit Framework. Individuals who have been responsible for significant areas of developmental work may submit a dissertation and undergo a viva (oral exam) on their project or activity, in both cases to be examined by an independent external examiner. The qualification is not course-based but requires considerable analytical evaluative skills in the writing up and oral presentation of the work completed. Details of the format for submission of the initial abstract required by Trinity, together with examples of indicative projects that would be suitable subjects of study and fees payable, can be found on the Trinity website.

TYLEC

(Teaching Young Learners Extension Certificate)

The Teaching Young Learner Extension certificate course is designed for English language teachers who have little or no experience of teaching young learners as well as those who have experience of teaching young learners but lack formal training. The training equips teachers with the skills and knowledge needed to take up posts as ESOL teachers teaching young learners or to continue in their current posts with more teaching skills and confidence with young learners. It also gives them a firm foundation for self-evaluation and further professional development.

Teachers must follow a TYLEC course at a centre validated by Trinity College London and complete all assignments, including teaching practice, to the required standard before the qualification can be awarded. The course cannot be followed by distance learning alone, although all intensive and some part-time courses include a pre-course distance learning component.

Teachers may have English as a first, second or foreign language, but in all cases they must demonstrate a high level of English in reading, writing, speaking and listening, in order to be accepted on a course. Towards the end of every course, an independent moderator, appointed and trained by Trinity, visits the course to talk to tutors and trainees, to moderate marks for written and practical assignments, and to assess the materials development component of the programme.

Every TYLEC course covers a programme of over 60 hours, including:

- ▶ input focused on the specific pedagogy for teaching young learners, including methods, classroom management and motivation (institutions are able to tailor their courses to specific young learner groups)
- ▶ at least five hours of observed teaching with young learner groups with detailed and supportive feedback
- ▶ guided observations to support reflection and growth as a teacher of young learners
- ▶ development of resources to engage, motivate and encourage learning
- ▶ preparation for further professional development as a teacher of young learners.

What are the Trinity qualifications?

Certificate in International Business English Training (CertIBET)

This is a face-to-face, online or blended learning programme lasting 50 hours which aims to meet the needs of business English trainers in enhancing their skills and expertise, increasing their employability prospects in the sector and improving their ability to deliver quality business English training to their clients. Participants need to possess an initial TESOL qualification and at least one year's teaching experience unless there are special circumstances which cause this requirement to be waived. Some experience of business English training is also desirable. This qualification is offered in partnership with English UK. Course validation and administration is carried out by English UK, while Trinity handles the moderation of course assignments. Assessment is via a 3,000–4,000 word assignment on a practical aspect of business English training, which must be submitted within 12 weeks of the course end date. All assignments are internally assessed by the provider and externally moderated by Trinity College London.

Certificate in Teaching Languages with Technology (CertICT)

This is a 120-hour online qualification, designed and developed by The Consultants-E and validated by Trinity College London. The course lasts for 20 weeks and examines a range of useful technology-related skills and tools which are immediately applicable in the language classroom. Course participants develop basic computer literacy skills, learn about various approaches to using technology in the classroom, explore (free) online tools and have the opportunity to put these into practice over the duration of the course itself. The programme is suitable for both ESOL teachers and trainers and teachers of other languages who already hold an initial or pre-service teaching qualification. Participants must complete the three course modules to the required standard, including a course project consisting of the design, development and reflection on an ICT lesson. This project is internally assessed by The Consultants-E and externally moderated by Trinity College London.

What do I do after my course?

There are many options open to English teachers equipped with a recognised TESOL qualification. The demand for English language teachers worldwide is strong, notably for qualified teachers, and the prospects of a long-term career are good for the teacher prepared to travel and take on new challenges in different cultural contexts.

Those looking for employment should research their potential employer (credentials, local recognition and reputation) and their contract or terms of employment (duties, salary, unpaid additional duties, hours of employment including evenings and weekends, professional in-house support, resources available, prospects for 'promotion' in the organisation) and also local legislation plus health and other insurance, if the place of employment is outside the individual's own country. A range of teaching posts are advertised in the national and specialist press, although increasingly the web is most widely used to identify both TESOL training and job opportunities. At the time of writing, the following websites and British publications are helpful in this respect:

Websites:

britishcouncil.org/new/about-us/working-for-us

Cactustefl.com

education.guardian.co.uk/tefl

ihworld.com/recruitment

Saxoncourt.com

Teachabroad.com

Tefl.com

Teachereducation.org.uk

Publications:

ELT Guide (book)

EL Gazette (monthly newspaper)

The Guardian (Tuesday) and *Guardian Weekly* (weekly)

The Independent (Thursday) (weekly)

Teaching Abroad (annual)

Times (Higher) *Educational* (and Supplement (Friday)) (weekly) –

plus the IATEFL Newsletters and *Voices*, and *The Teacher Trainer*.

Abbreviations:

BALEAP: British Association of Lecturers in English for Academic Purposes

CEFR: Common European Framework of Reference

CRELS: Combined Registered English Language Schools in New Zealand

EFL: English as a Foreign Language

EIN: English in the North

ELT: English Language Teaching

English UK: The association formed in May 2004 following the amalgamation of ARELS (Association of Recognised English Language Services) and BASELT (British Association of State English Language Teaching)

ESOL: English for Speakers of Other Languages

FE: Further Education

IATEFL: International Association for Teachers of English as a Foreign Language

QCF: Qualifications and Credit Framework

NZQA: New Zealand Qualifications Authority

Ofqual: Office of Qualifications and Examinations Regulation

QuiTE: Quality in TESOL Education: www.quality-tesol-ed.org.uk

TESOL: Teaching English to Speakers of Other Languages.

The details on individual courses have been given to Trinity by the course providing organisations concerned. Trinity accepts no responsibility for their accuracy. Readers are advised to check the latest details for any specific course provider from their own literature or website.

Committed and enthusiastic teachers will find a career in TESOL professionally and culturally stimulating. Good luck with your teaching!

For more information about any aspect of Trinity's TESOL qualifications, contact:

T +44 (0)20 7820 6100

E tesol@trinitycollege.com