



**Diploma in TESOL
Course Handbook**

2011 – 2012

Validated by



1. About TESOL Training Scotland

We were established in 2008 with the specific purpose of providing Diploma – level training for teachers within Scotland and abroad.

The TESOL Training Scotland Limited Licentiate Diploma in TESOL course aims to provide a supportive environment and reflective professional development for experienced teachers of ESOL, leading to the award of Licentiate Diploma in TESOL from Trinity College London.

TESOL Training Scotland Limited is an independent Limited Company set up solely for the purpose of the delivery of the Trinity College Licentiate Diploma in TESOL.

Our approach will be a balance of top-down and bottom up, to meet both the development needs of the teachers and the requirements of the examinations.

The course is designed to encourage the acquisition and development of professional knowledge and expertise, as well as the refinement of practical teaching skills. The aims of the Diploma are as follows:

- to enhance teachers' knowledge of contextual issues concerning the teaching of English to speakers of other languages
- to refine and extend their ability to employ a variety of practical skills
- to develop knowledge and skills to a point where they become effective practitioners in a range of known and unpredicted TESOL teaching situations without supervision
- to recognise and confirm their achievements in the above areas
- to extend their motivation and inform their strategies for continuing professional development
- 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
- to enhance options for teacher development within Scotland and abroad

2. Your trainers

Anne Carmichael (Principal)

Anne has been training on TESOL teacher-training programmes at both certificate and diploma level in Scotland since 1985. She was previously Team Leader for EFL/ESOL/ TESOL at Aberdeen College. She has run teacher training courses in New Zealand, Malta and Gran Canaria, as well as Aberdeen, St Andrews, Edinburgh. She is currently a Trinity College London examiner/moderator for Dip TESOL courses, and is based in Aberdeen.

Sarah Donno (Director of Studies)

Sarah has been training on the TESOL teacher-training programmes at both certificate and diploma levels at various colleges in Scotland since 1996. She has taught EFL/ESOL in Indonesia and Turkey, and has run teacher training courses in Slovakia, Hungary, Gran Canaria and Malta. She is currently a Trinity College London moderator for Cert TESOL courses and examiner/moderator for Dip TESOL courses, as well as moderator for the Scottish Qualifications Authority. Sarah is based in Edinburgh.

Your tutors hold Master's degrees in Education and Applied Linguistics respectively and a Diploma in EFL/ESOL teaching.

We have an additional team of freelance input tutors and TP observer/assessors, all of whom are experienced in training and with a wide variety of backgrounds both in Scotland and abroad.

Hilary Christy; Alec Edwards; David Gibson; Barbara Ilett; Sally Macpherson; Debbie Neill; Liz Turner

3. What is the Dip TESOL course?

The Trinity College Licentiate Diploma TESOL is one of the two internationally recognised advanced (Diploma level) qualifications in EFL/ESL/ ESOL teaching for experienced teachers. It is open to native and non-native speakers with a minimum of 2 year's full time teaching experience.

The course is situated at level 7 in the Qualification and Curriculum Authority scale and is academically the equivalent to a master's level qualification. The advantage of the diploma is the practical teaching element that is involved. The qualification is listed by the British Council as a full qualification under the terms of their course validation and recognition schemes and it is seen as an equivalent to the UCLES/Cambridge DELTA.

The course opens the door to more senior teaching posts such as Director of Studies and teacher training posts.

The Dip TESOL can be converted into a full FE teaching qualification for England and Wales through completion of the Trinity Diploma Top-Up module. In Scotland full teaching qualification status requires the Diploma Top-Up module plus one year's FE teaching in Scotland. See the following link for the full validation requirements: <http://www.trinitycollege.co.uk/site/?id=202>

4. Nature of the course

A unique feature of this course is the flexibility to deliver the course to suit participants throughout Scotland, thus allowing you to remain as far as possible in your own workplaces. Study support will be provided via Moodle and Skype, and teaching observation will be delivered by trained and experienced tutor/observers in each of main cities within Scotland.

Regular seminars will be held for the face-to-face component approximately every 6 – 8 weeks (a total of seven 5-hour seminars in all). These will prepare you for Units 1 and 4 specifically, and will rotate around schools in Scotland to minimise travel and/or residential requirements.

The delivery of the course will be largely online, using Moodle as the VLE, and Skype for voice contact. This model is designed to support the teachers whilst they are still working, and to provide a flexible learning environment to meet a variety of study needs.

5. Course content

You will study four main strands during the course. They are:

Language Awareness	Phonology	Teaching & Learning	Personal & Professional development
<ul style="list-style-type: none"> • Parts of speech • Verb forms • Syntax • Present tenses • Past tenses • Futurity • Perfect tenses • Timelines • Functions 	<ul style="list-style-type: none"> • Transcription systems • English vowels • Consonants • Diphthongs • Weak forms • Word stress • Sentence stress • Intonation • Rhythms of 	<ul style="list-style-type: none"> • Learning styles • Aims and objectives • TESOL methodologies • Lesson staging models • Describing teachers • Classroom management • Concept 	<ul style="list-style-type: none"> • ELT management • Conducting classroom based research • Assessment of self • Supporting less experienced colleagues • Materials development and evaluation • Overview of

<ul style="list-style-type: none"> • Morphology • Lexical relationships • Word formation • Discourse analysis • Sociolinguistics • World Englishes 	<p>language</p> <ul style="list-style-type: none"> • Features of connected speech (assimilation, elision, linkage) 	<p>checking</p> <ul style="list-style-type: none"> • Context building • Error analysis and correction • Learner training • Teaching vocabulary • Teaching the four skills • Course & syllabus design • Testing & assessment • Young learners 	<p>professional journals</p> <ul style="list-style-type: none"> • Overview of professional associations
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6. Course assessment & attendance requirements

In order to achieve the qualification, you will have to pass four assessed course components.

❖ Unit 1

This is a written examination. The paper is 3 hours long and consists of a choice of short grammar questions and two essays in the areas of language and teaching and personal and professional development. You can take this exam in May, August or November of each year.

❖ Unit 2

This is a coursework portfolio. You have to complete 3 research tasks. The tasks will involve observation of trained teachers, reflection on your own teaching and a choice of project related to your own language or teaching interests. These assignments will be assessed by your course tutors and moderated by a Trinity examiner.

❖ Unit 3

This is a 30 minute oral interview in the theory and practice of phonology and is conducted by a Trinity examiner. You will have to prepare a short talk on a phonology topic of your choice that is relevant to your own teaching, and answer some further theoretical and practical questions on phonology.

❖ Unit 4

This is a journal containing records of four internally assessed and one externally assessed lesson(s), each of one hour's duration.

Units 2, 3 & 4 are usually assessed at the same time as they require an examiner from Trinity College.

Attendance

- ❖ During the online part of the course, you will be expected to contribute regularly to the discussion boards related to each task and complete any individual tasks within the time allocated. Contributions to the Moodle and the discussion boards will be monitored by tutors.
- ❖ You will have to put in 100% attendance in the face to face seminars.

7. Course Delivery

There will be two main aspects of the course. These are the online component and the face to face component. These two aspects complement each other so should not be seen as separate strands of the course.

The online strand:

- ❖ This will involve six-week blocks of online tasks. During this time you will be completing web searches and research and following specific tasks that you will be set. You will be commenting on the tasks and posting some of your work on the discussion boards and these online discussions will be followed by a summary from one of the course tutors. There will be five of these 6 weeks blocks and they will be separated by a buffer week to give you time to catch up on any tasks, or just to take a breather for a week.
- ❖ Each six week block will be followed by a one-to-one tutorial to let you know how you are doing on the course.
- ❖ The classroom research phase which involves the preparation of your portfolio (Unit 2) will also take place during these blocks but will not start until the second block.

The face to face strand:

- ❖ You will be attending a face-to-face workshop/seminar day every six to eight weeks. These will take place at various locations in Scotland. The seminars will complement the online work and should provide support and encouragement as you will be working with

your fellow colleagues on the course. Attendance at these seminars is obligatory, to comply with Trinity regulations. Alternative arrangements can be made for distance candidates, using Skype.

- ❖ Lesson observations. You will be observed by a tutor on the course at least 4 times during the course. The tutor will come to your place of work to carry out the observations and you will be given detailed oral and written feedback after each lesson. An external examiner will observe your 5th lesson. Your internal lesson marks are aggregated and count as 40% of your final teaching mark. Your teaching journal counts as 20% and your externally assessed lesson as 40%. You must pass all three elements to gain a pass overall.

8. IT Skills and Moodle

You will be using a Virtual Learning Environment (VLE) called Moodle throughout the course. You don't need to be a computer whiz to cope with working in an online environment but equally, you should not be a technophobe.

There will be an induction session on how to use Moodle but you need to feel comfortable working at a computer. You should be able to send and receive emails, including emails with attachments, and you need to be able to download and install some of the free software that is available online. As long as you are comfortable working with packages such as Word and PowerPoint and are able to use colour and graphics on your computer then you will be able to cope with working on Moodle. There will be a great deal of online reading throughout the course so you are advised to get used to reading on line, rather than printing off a great deal of information.

In order to use Moodle effectively, you will need a reliable and fairly fast PC (no less than 2 GHz) and have a stable and fast internet connection. A broadband connection is essential as there will be sound and video files to download.

- ◆ You do not need to be a computer geek in order to cope with an online course, but equally you should not be a technophobe.
- ◆ In terms of skills, you need to feel comfortable working at a computer and both willing & able to read online. The course involves considerable research, and while this is heavily guided you will not be able to print out everything you need to skim and scan for relevant information. You need to be able to use either MS Word or the freely-downloadable, open-source Open Office (which is compatible with Word) and to be keen to learn how to make full use of features such as tables and images, since the production of professional-looking teaching materials (worksheets, handouts) is part of the course.

- ◆ You need to be at home with email and sending/receiving attachments.
- ◆ And you need to be prepared to download and install free software such as *Quicktime, Java, Realplayer, etc.*, in order to access the wealth of multi-media learning materials freely available on the web. Alternatively, you need to have reliable help at hand ...
- ◆ As regards equipment, you need a reliable and relatively fast PC – certainly not less than 1 GHz – with a stable internet connection which you don't pay for by the minute! Broadband is not absolutely essential, but it makes accessing sound and video very much faster and more pleasurable, so if you're looking for an excuse to upgrade your connection to broadband, this is the opportunity. In particular, the Skype internet telephony software, which we may occasionally use for telephone tutorials and discussions, provides excellent sound quality broadband-to-broadband, but is rarely satisfactory via dial-up modem ...

You will also need to download Skype for individual tutorials and group work. Calls between Skype users are free. Please download the latest version of skype, and ensure you have an effective headset or microphone. Let us have a note of your skype name, which will also be on Moodle.

<http://www.skype.com/intl/en-gb/get-skype/on-your-computer/windows/>

9. Support from tutors

You will be regularly supported by the course tutors throughout the course. This will include:

- ❖ workshops/seminars every 6 – 8 weeks and tutorials after each 6-week block. In the workshops you will be able to meet with your fellow colleagues on the course. The workshops are designed to support practical skills, discussion and preparation for the assessed components of the course.
- ❖ extra tutorials via Moodle, Skype or telephone will be scheduled if you need them.
- ❖ weekly feedback from tutors via the Moodle discussion boards which will give a clear indication of how you are progressing on the course.
- ❖ emailing tutors or posting a query on Moodle at any time. Tutors will be checking the discussion boards on Moodle and responding to any queries as and when they occur.
- ❖ obtaining individual oral and written feedback on all your externally assessed assignments and on all your observed teaching sessions.

10. Course dates

The course runs for a full academic year, although this is flexible depending on your own situation and you may take up to 18 months to complete all sections of the course.

The course dates for 2010 -11 are 29th August 2011 – mid-June 2012

11. Course and exam fees

The tuition fee, payable to TESOL Training Scotland at the start of the course is: £2000 for 2011-12. Alternative fees arrangements may be provided on request.

Candidates who wish to extend their period of study in order to complete work for Unit 2 or for re-presentation of the Teaching Journal will be asked to pay an additional fee of up to £100.

Refunds of fees will be considered only in exceptional circumstances where candidates are unable to proceed through ill-health (supported by medical evidence), or other serious circumstances. Course fees will not, however, be refunded in full, once a candidate has started the course.

The examination dates and fees are issued toward the end of the year and will be relayed to you when available.

EXAMINATION DATES IN 2011	CLOSING DATE FOR ENTRIES
27 th May	Early April
5 th August	Mid June
25 th November	Early October

Entries received after the closing dates and up to four weeks (29 days) before the examination will be subject to a surcharge of 50%. Entries received fewer than four weeks (28 days) before the examination will not be accepted.

- For Units 2, 3 and 4 examinations, entries must reach Trinity **at least six weeks (42 days) before** the requested date of examination. Entries received after these closing dates and up to four weeks (29 days) before the examination will be subject to a surcharge of 50%. Entries received fewer than four weeks (28 days) before the examination will



not be accepted. It is the responsibility of the Course Provider to ensure that entries have been received by Trinity.


The examination fees, payable to TESOL Training Scotland eight weeks before the examination are currently £278, but are liable to increase next year: these fees are notified to us by Trinity in the early part of each year.

Examination Part	Fee
Part 1	£29
Part 2	£45
Part 3	£73
Part 4	£139

12. Prescribed books.

You will need to have your own copy of the following books which you will use for both pre-course and while-course work. You will need to supplement this reading with wide-ranging web-based reading which will be built into the course.

<p>Phonetics/ phonology</p> 	<ul style="list-style-type: none"> • G. Kelly, <i>How to teach pronunciation</i> (Longman) 2000 • An Introduction to the Phonology of English for Teachers of ESOL (with Audio CD) ELB Publishing; (April 2002) ISBN 0952280825 	<p>and</p>	<ul style="list-style-type: none"> • P. Roach, <i>English phonetics and phonology</i>, 3rd Edition (CUP) 2000
<p>Language Awareness</p> 	<ul style="list-style-type: none"> • S. Thornbury, <i>About language</i> (CUP) 1997 	<p>and</p>	<p>Any good ESOL/ EFL grammar reference book for teachers such as,</p> <p>M. Swan, <i>Practical English usage</i>, 3rd edition (Oxford) 2005</p>

			Or <ul style="list-style-type: none"> ◆ M Parrott – <i>Grammar for English Language Teachers</i> (CUP 2000)
Methodology 	<ul style="list-style-type: none"> • J C Richards & TS Rodgers, <i>Approaches and methods in language teaching</i>, 2nd edition (CUP) • J Harmer, <i>The practice of English language teaching</i>, 4th edition (Longman) 2007 	and	Any one of the following: <ul style="list-style-type: none"> • J Scrivener, <i>Learning Teaching</i> (Macmillan Heinemann) 2005 • P Ur, <i>A course in language teaching</i> (CUP) 1996

Although a great deal of the course input material is available on the internet, these seven publications constitute core reading / reference books and have been chosen in part because they will remain invaluable sources of information on both methodological and language issues long after the course is finished.

Our book list is available in Amazon Listmania under TESOL Training Scotland

http://www.amazon.co.uk/ TESOL-Training-ScotlandDipTESOL/lm/R3FPUPCT086HD6/ref=cm_lm_byauthor_title_full

The approximate cost of the prescribed and recommended books is £170

13. Workshops

Your workshops will take place every 6 – 8 weeks throughout the course. The locations will rotate so that you should not have to travel a longer distance more than about twice during the programme. The locations currently being used are Aberdeen, Dundee, Edinburgh and Glasgow. Some workshops may be conducted online using Skype. Please prepare for the workshops when asked to do so. The sessions are designed to be interactive and sociable. Please bring your own lunch. Workshop dates will be notified early in the course, but may have to be negotiated where public and school holidays occur. We ask for 100% attendance.

14. Dates and deadlines

Course starts

29th August 2011

Workshop dates 2011 – 12

Venues to be notified

Saturday 3rd September

Saturday 22nd October

Saturday 10th December

Saturday 4th February (tbc)

Saturday 24th March (tbc)

Saturday 21st May

Course ends

mid-June 2012

Portfolio deadlines

COI Friday 16th December

PDR Friday 23rd March

IRP Friday 4th May

All three sections must be completed and internally assessed for external moderation at the practicals examinations May-June 2011

Practical Examinations

Mid May – Early June 2012

firm dates to be negotiated

Examination Revision Seminars

Saturday 7th July

15. Membership and subscriptions

We have institutional membership of SATEFL, and subscriptions to the English Language Teaching Journal and English Teaching Professional.

16. Complaints

In the first instance, please discuss any issues with the tutor concerned. If these cannot be resolved satisfactorily, the matter should be raised with the Course Director, either in writing or using the complaints form. Please note dates and times, and explain the specific issues clearly. We will respond as soon as possible.

17. Equal Opportunities Policy

- ◆ TESOL Training Scotland Limited aims to ensure that no tutor or applicant receives less favourable treatment on the grounds of race, colour, gender orientation, nationality, religion, ethnic or national origin, age, gender, gender reassignment or marital status, sexual orientation or disability.
- ◆ Selection criteria and procedures are regularly reviewed to ensure that individuals are treated on the basis of their relevant merits and abilities.
- ◆ All tutors and applicants will be given equal opportunity and access to training to enable them to progress both within and outwith the organisation.
- ◆ TESOL Training Scotland Limited is committed to making this policy effective and will bring it to the attention of all tutors and candidates.

18. Any further questions?

Please contact Anne anne@tesoltrainingscotland.co.uk or Sarah sdonno@btinternet.com for any further information you may require, or if there is anything else you would like to see in the handbook.