TRINITY
COLLEGE LONDON

Licentiate Diploma in Teaching English to Speakers of Other Languages (LTCL Diploma TESOL)

Validation Requirements, Syllabus and Bibliography

for validated and prospective course providers

from April 2005

updated February 2007

Trinity College London Level 7 Licentiate Diploma in Teaching English to Speakers of Other Languages (LTCL Diploma TESOL)

Validation requirements, the syllabus and the Trinity bibliography are all included in this updated publication. Existing course providers must ensure that they are aware of the changes from the 2001 edition. These are outlined in the Introduction. Amendments and additions will be posted from time to time on the Trinity website at www.trinitycollege.com

Contents

Bibliography

Appendices

Abbreviations

Accreditation UK: formerly 'English in Britain Accreditation Scheme'

EAQUALS: European Association of Quality Language Services

English UK: formerly ARELS and BASELT, representing accredited private and public sector ESOL providers

ESOL: English for Speakers of Other Languages

HEFCE: Higher Education Funding Council for England

Ofqual: Office of Qualifications and Examinations Regulation

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

LTCL: Licentiate Trinity College London

RQF: Regulated Qualifications Framework

TESOL: Teaching English to Speakers of Other Languages

Introduction

About this booklet

This publication is an updated version of the 2001 edition, and includes some changes, amendments and further clarification to validation requirements and examination procedures. These are outlined in the table on pages 10 and 11, and all existing and prospective course providers should read these carefully. The booklet is divided into four sections. These are:

Validation Requirements

Syllabus

Trinity bibliography

Appendices

Validation Requirements

This section includes:

- an overview of the validation process for institutions offering the LTCL Diploma TESOL

- the requirements for submitting a validation proposal.

Syllabus

This section comprises four units, and offers more detail on the syllabus components, the examining process, assessment requirements and marking systems. Course providers should read the four Units thoroughly before writing a proposal.

Bibliography

This bibliography has been updated, and all candidates should be directed to the document. It can also be found in the accompanying booklet *LTCL Diploma TESOL Course Summary and Bibliography from April 2005* and on the Trinity website www.trinitycollege.com

Appendices

These offer more detail on procedures concerned with validation, examinations, administration and finance.

If course providers need further advice on any aspect of running the LTCL Diploma TESOL course, they should contact the Chief Examiner LTCL Diploma TESOL at Trinity's Head Office:
E tesol@trinitycollege.com

The Trinity website at www.trinitycollege.com provides updates on additions and amendments to this booklet as well as useful supporting information. Course providers are advised to visit the site when organising a course or considering validation.

Background

Trinity's LTCL Diploma TESOL is an internationally respected and widely available qualification for experienced teachers of English to speakers of other languages. Successful candidates are entitled to list LTCL Diploma TESOL among their academic qualifications.

This publication explains Trinity's procedures for validating new courses and providing continuing validation for course providers preparing candidates for the LTCL Diploma TESOL. It sets out the procedures for applying for full and continuing validation. In preparing a written proposal for consideration by Trinity, prospective course providers should follow the requirements in the section 'Validation Requirements' in order to satisfy Trinity that all relevant criteria have been met.

The LTCL Diploma TESOL syllabus and regulations and the recently updated (2005) bibliography are included in this publication. The schedule of fees for validation and examinations are published separately. All documentation (including these requirements) is also available through the Trinity website, with information on course providers and examination dates. Potential course providers are encouraged to make full use of the facility online at www.trinitycollege.com. It is also possible to download all documentation as PDF files for institutions' use and submission to Trinity.

TESOL and Trinity College London

Trinity College London's training qualifications in TESOL have been established for four decades. The training has developed in range and complexity in the UK since the 1960s when the number of students coming to study English started to increase significantly. TESOL now provides many thousands of people in the UK and in almost every region of the world with a career that combines academic study, teaching and teacher management, and continuous association with other cultures. Trinity qualifications are recognised as professionally sound and well-regulated credentials by major employers worldwide. Trinity pioneered the concept of graded examinations in music in 1877, set its first speech examinations in 1918 and now conducts ESOL examinations throughout the world. Trinity is the only board in the UK to provide learner assessments and higher vocational qualifications across the full range of the communicative and performing arts including TESOL, English language (ESOL), speech, acting, drama, dance and music.

Certificate level

At Certificate level, which is considered to be an initial training for teachers of speakers of other languages, Trinity has validated TESOL courses for over 30 years, and currently validates over 100 providers of CertTESOL programmes. The courses conform to the Trinity validation requirements while offering flexibility in mode of delivery and timetabling. They give the candidate, probably new to teaching and to TESOL, the basic skills and knowledge needed to enable them to take up a first post as a teacher of English with a firm foundation for self-evaluation and further professional development.

Diploma level

The LTCL Diploma TESOL is intended for all teachers of English to speakers of other languages who have had at least two years' full-time teaching experience either in their home country or elsewhere, whether English is the teacher's first, second or foreign language. The award of the Trinity Diploma indicates that the holder is considered by Trinity to be a fully competent and effective practising member of the TESOL profession. It is also an indication of the holder's readiness to offer support to less experienced teachers. The holder of a Trinity Diploma in TESOL has demonstrated an established base of theoretical knowledge and practical ability, together with a commitment to further personal professional development, and can aspire to a range of positions combining management, training and teaching responsibilities. Trinity requires candidates to be aware of British Standard English and Received Pronunciation, but they do not need to conform to all features of these. However, their language skills in all areas must be of a standard appropriate to a qualified teacher of English, given the special status that this confers on an individual and the special demands that it makes.

Introduction

Candidates must be serving teachers of ESOL at, or sufficiently close to, the start of their course of preparation for the Diploma for them to fulfil the teaching practice requirements of the syllabus. They must also hold a first degree or equivalent, and, although not obligatory, a formal initial certificate in TESOL (Trinity CertTESOL or equivalent) is highly recommended. Those applicants without any previous initial formal TESOL training will need to be screened carefully to ensure that they understand the demands of a formal training programme in this field.

It is assumed that a Diploma holder will normally be proficient in teaching adults and young adults, but Trinity regulations make provision for those specialising in the teaching of young learners (i.e. the under-16s). Thus, candidates have the opportunity to answer questions in Unit 1 of the examination, and offer portfolio work in Unit 2, relevant to young learners, and in Unit 4 they may carry out internally assessed and externally examined teaching with young learners. All course providers must include in their course proposal input sessions on the teaching of young learners. If the provider has the facility to teach young learners, then teaching practice classes may be offered to the candidates as an alternative option to adult classes if these might benefit the candidates' future needs and commitments. (See section on Validation Requirements, D 4.3)

Ofqual and the Regulated Qualifications Framework (RQF)

The DipTESOL (Diploma in Teaching English to Speakers of Other Languages) is regulated in England by Ofqual at Level 7 of the Ofqual Regulated Qualifications Framework. There is a minimum of 150 guided and a further 450 hours recommended study time. The DipTESOL's Total Qualification Time is 600 hours. This is divided into four units, which are listed below.

Unit 1: Language, teaching and learning (the written paper)
Unit 2: The teacher as a developmental, reflective practitioner (the portfolio)
Unit 3: Phonological theory in classroom practice (the interview)
Unit 4: Learner analysis, preparation, delivery and self-evaluation in teaching (teaching practice)

Levels of Attainment

The following generic levels of attainment relate to UK Regulated Qualifications Framework (RQF) Level 7 expectations for distinction, pass, and fail. These levels, which describe pedagogic skills, communicative skills, analytical and reflective skills, are subsumed in the detailed assessment criteria in the syllabus.

Distinction

A highly competent demonstration of a broad range of classroom techniques is required, appropriate to varied teaching situations and which demonstrate innovation in practice. These should be fully informed by a detailed understanding of the subject matter.

Highly effective communication is required of a broad range of knowledge combined with related professional issues. This is best demonstrated in a variety of situations, using appropriate communicative skills. Innovation in the practical application and a detailed understanding of the subject matter are clearly evident.

A highly developed awareness of, and response to, context are demonstrated in assessment of learner needs, preparation, teaching methodology and reflection, at both lesson and syllabus levels.

Pass

A competent demonstration of a broad range of classroom techniques is required, appropriate to varied teaching situations, which are evidently informed by a clear understanding of the subject matter.

Effective communication is required of a broad range of professional knowledge, skills and techniques. This is best demonstrated in a variety of situations, using appropriate communicative skills. Competence in the practical application and a clear understanding of the subject matter are clearly evident.

Appropriate awareness of, and response to, context are demonstrated in assessment of learner needs, preparation, teaching methodology and reflection, at both lesson and syllabus levels.

Fail

Insufficient competence is demonstrated in using a range of appropriate classroom techniques, as demonstrated in varied teaching situations, and insufficient evidence is apparent that the teaching is informed by a clear understanding of the subject matter.

Communication of knowledge and of related professional issues are not appropriately effective in a variety of communicative situations. A sufficient level of competence in practical applications and a clear understanding of the subject matter are not demonstrated.

Insufficient awareness of, and lack of response to, context are demonstrated in the assessment of learner needs, the preparation, teaching methodology and reflection, at either lesson or syllabus level.

Changes from 2001

Current course providers should read the following outline of changes from 2001. The changes to the examining schedule apply to **all** examinations taken after April 2005, while the changes to the assessment criteria and systems apply only to candidates registered on courses beginning in or after April 2005.

Validation	
Section	Changes
	- Teacher training: candidates should now receive an overview of the expectations of a tutor on an initial TESOL training course.
	- CertTESOL or equivalent: although not essential, a formal initial TESOL qualification is highly recommended as an entry requirement.
	- Full validation: provisional validation no longer exists.
	- Post validation: a course must start within 12 months of validation.
	- Post course inspection: amendments must be implemented within 10 weeks of the course inspection, or in the subsequent course.
	- Pre-course teaching experience: • All candidates must declare their 960 hours' teaching experience at the interview for course acceptance and confirm this at examination registration. • All teaching experience must have taken place during the five years prior to the interview for acceptance to the course.
	- Distance programmes: mixed mode programmes now have clearer guidelines, and include requirements from 2006 – see Validation Requirements F8.
	- Staff: qualifications have been clarified – see Validation Requirements I.
	- Specifications, requirements and procedures are generally more detailed in each section.
	- Proposal submissions now have 12 sections to complete (A-L).

Syllabus	
	- Units: the syllabus now comprises four units, previously called parts.
Syllabus requirements	- The following are now included in the syllabus components: • pragmatics • mentoring • teacher training at initial level.

Unit 1 – Written paper	
	- Exam question paper: the three sections have been renamed. - There are three exam dates per annum for the written paper (previously four).
Section 1 Language	- Candidates must now pass in a minimum of two sections which must include Section 1. - The weighting for Section 1 is now 40% (previously 20%). - Candidates will answer four questions from a choice of five. These will relate to language, and will include focus on practical experience. (Previously candidates answered five questions.)
Section 2 Learning and Teaching	- There is a choice of three essay questions. (Previously there was a choice of four.) - The marking criteria have been amended and clarified. - Each essay chosen has 30% weighting (previously 40%). - Phonology can be integrated as relevant to the question asked. (Previously some providers have assumed that phonology should be relegated to Unit 3 only.)
Section 3 Professional Development	- There is a choice of three essay questions (previously four). - The marking criteria have been amended as for Section 2. - Each essay chosen has 30% weighting (previously 40%). - Phonology can be integrated as relevant to the question asked. (Previously some providers have assumed that phonology should be included in Unit 3 only.)

Syllabus (*continued*)	
Section	**Changes**
Unit 2 – Portfolio	
	- The word count for each section is now 2,700–3,300 (previously, it varied for each assignment).
	- The penalty for not adhering to the lower/upper limits of the word count is a deduction of 5% of overall marks (previously not clarified).
	- At least two sections of every portfolio will be moderated by the external examiner (previously all three sections were moderated).
	- 30 minutes are now allocated to the examiner to moderate each portfolio (previously 20 minutes).
	- Only failed sections need to be resubmitted and re-moderated. Sections which have passed will stand.
	- In the case of examiners moderating at the candidate's workplace, there will be a telephone discussion between the examiner and the tutor and a confirming email of internal assessment.
Section 1 Observation Instrument	- The assignment is based on a minimum of 6 hours out of 10 hours' compulsory observation.
	- Section 1 now has its own assessment criteria.
	- The qualifications of observed teachers have been clarified.
	- All observations must be live, and not on video.
	- The number of actual observation instruments has been clarified.
Section 2 Developmental record	- The assignment is based on a minimum of 10 hours out of 15 hours' compulsory teaching practice.
	- Section 2 has its own assessment criteria.
	- Verification of all 15 teaching lessons is now required.
Section 3 Independent research project	- There are new specifications and a title for this section, which has its own marking criteria.
Unit 3 – The interview	
	- The assessment criteria and pro forma have been amended.
	- Requirements for the phonemic transcription have been clarified. An utterance is now 14–16 words in length.
	- The examiner will submit a written report for a fail candidate only.
Unit 4 – Teaching practice	
	- Candidates have four internally assessed lessons, each lasting an hour.
	- A separate retake for (all the) internal lessons and the external lessons is now possible.
	- The teaching journal must now pass in order for the candidate to pass Unit 4.
	- The external lesson evaluation will now last for 20 minutes, and will no longer include discussion of the teaching journal (previously 30 minutes).
	- The post-lesson reflection will now last for 20 minutes (previously 15 minutes).
	- In the case of examiners moderating at the candidate's workplace, away from the course providing organisation, there will be a telephone discussion with the internal assessing tutor and confirming email of internal assessment of the teaching journal.
	- Fees chargeable by the course provider for reassessment of Unit 2 or the Unit 4 internally assessed work must be given in writing to candidates at the beginning of the course.
	- The examiner will submit a written report for a fail candidate only.
	- The assessment criteria for the lesson plan, the lesson, the post lesson evaluation and the teaching journal have been amended and clarified.
Appendices	
	- These include generally more detail and clarification and course providers must read each Appendix carefully as they write their proposals and consider their future courses.
Appendix 4	- Please note change in timing of submission of appeal (1.2, b).
Appendices 10, 11, 12 and 14	- These are new and were not included in the 2001 publication.

Validation Overview

Before beginning to compile a full proposal, please read the following overview.

The Validation Process

1. The status of Trinity validation

Trinity College London is an independent awarding body and examinations board. Trinity does not run TESOL training courses itself but validates Certificate and Diploma courses in TESOL which are offered by organisations in the state and independent sectors in the UK and worldwide. The Diploma TESOL is widely recognised by employers as a full qualification in TESOL, and thousands of successful candidates have used their Diploma to gain employment in schools and colleges all over the world.

The LTCL Diploma TESOL is listed as a full qualification in TESOL under the terms of the Accreditation UK scheme administered by the British Council. It is also accepted as a full TESOL qualification by the British Council, within their procedures for the selection of teaching and management staff. Diploma holders may be awarded credit on certain MA courses and more information on possible credit systems is available from individual universities.

During the 1990s when the British Association of TESOL Qualifying Institutions (BATQI) was drawing up benchmarks for Certificate, Diploma and Master's level TESOL qualifications with the British Council, and the principal awarding bodies and training sectors in the UK, Trinity's Certificate and Diploma qualifications met the agreed BATQI specifications and were therefore in line with the British Council requirements and the Code of Practice shared by the bodies participating in BATQI. Trinity's LTCL Diploma in Teaching English to Speakers of Other Languages (LTCL Diploma TESOL) is regulated by Ofqual in England, CCEA Regulation in Northern Ireland and by Qualifications Wales. It is at Level 7 of the (UK) Regulated Qualifications Framework (RQF).

2. What validation guarantees

Trinity LTCL Diploma TESOL courses are validated only after a rigorous process during which written course proposals are scrutinised by Trinity's validation review panel, negotiated with the course provider, and discussed constructively and in detail during a validation visit by Trinity.

Trinity seeks to provide every opportunity for applicants with special needs to gain an LTCL Diploma TESOL, while acknowledging the reasonable expectations of their future students and employers (Appendix 2).

3. Overview of procedures

Trinity will provide on request details of the LTCL Diploma TESOL validation requirements, syllabus and bibliography to course providers applying for validation, together with related papers and fee details. In order to run a course leading to the LTCL Diploma TESOL, prospective course providers (referred to from here on simply as course providers) must submit to Trinity an Organisation Fact File (Appendix 1).

On receipt of the Organisation Fact File, Trinity will confirm whether it is appropriate for the course provider to submit a full proposal for scrutiny. If Trinity considers a proposal likely to be ineligible for consideration in view of the limited resources or experience of the organisation, or for any other reason, Trinity will inform the course provider as soon as possible. No fee is payable at this stage.

When the course provider has had the fact file accepted and confirmed by Trinity, a proposal can then be submitted (see Validation Requirements).

4. The scrutiny

A first submission of the proposal will be scrutinised by the Chief Examiner LTCL Diploma TESOL (referred to as Chief Examiner) and a validation panel selected from experienced examiners, including other existing course providers, but excluding those who might be considered to have any conflict of interest with the proposer. The panel members considering the proposal remain anonymous. Trinity then sends the course provider a compilation of all recommendations and suggestions for amendments to the proposal. This takes three to four weeks from receipt of the first submission. The course provider then considers the comments and amends the proposal as necessary, and re-submits to the Chief Examiner. The second submission is scrutinised again by the Chief Examiner, and comments for final validation are sent to the course provider, to be discussed at the validation visit.

5. Timescales

The validation process takes approximately 12 weeks. However, this will depend on the time taken by the course provider to (re)submit their documentation. The Chief Examiner endeavours to prioritise all proposal submissions. Prospective course providers are therefore advised to submit the main body of a proposal well in advance of their anticipated course start dates to allow for the full validation process and the possible revisions to their first proposal. A course cannot be promoted as leading to the Trinity LTCL Diploma TESOL until validation has been confirmed in writing. Any queries arising concerning handling of a proposal should be referred to the Chief Examiner at Trinity's Head Office.

6. The validation visit

After Trinity and the course provider have agreed in writing a proposal that is on paper acceptable to both, the Chief Examiner, or another examiner selected from the panel, will visit the organisation. Constructive and detailed discussion of the proposal will follow and in particular the internal assessment of the programme and the standardisation of internal assessing tutors will be reviewed. The Chief Examiner will view the premises and resources, and talk to the course director and tutors. This does not in itself guarantee validation, and applies to all course providers whether in the UK or elsewhere. The visit is arranged for a mutually convenient time and normally takes a minimum of half a day. Following the visit, the organisation is invoiced for the appropriate validation fee and the Chief Examiner sends a final list of points to be confirmed and amended by the course provider. A final submission will be sent to Trinity, checked and discussed with the Head of TESOL, and a formal letter confirming validation is sent to the course provider.

7. Confirmation or withholding of validation

Trinity confirms in writing, normally no more than two weeks following the validation visit, and after receipt of the final submission:

- either that the proposal meets all current validation criteria, the course provision is formally validated and may be publicised as such
- or that the proposed course provision meets most validation criteria and will be validated subject to specific amendments: course providers are invited to indicate in writing how and when these amendments can be effected
- or that the proposal will need to be significantly revised in order to be considered further: course providers will be invited to indicate in writing whether they wish to proceed.

Once a course has been validated by Trinity it must normally start within 12 months of validation. This applies to both full-time and part-time courses. Providers who do not start validated courses within this time must make a new full submission. The Chief Examiner or another examiner delegated for the purpose may visit a course provider at any other time for an interim check, with or without notice, on any aspect of the Diploma course provision. A fee is payable at Trinity's discretion. In addition, there will be occasional unannounced visits for quality assurance purposes on the examination day for Unit 1, the written paper. Diploma examiners are periodically monitored when conducting assessment for Units 3 and 4.

8. Validation fees

The proposal must be accompanied by a cheque made payable to Trinity College London in payment of the scrutiny fee. The fee will be advised to the course provider when a full proposal is invited. Course providers should ensure, prior to writing a proposal, that they have full details of current LTCL Diploma TESOL fees for initial scrutiny, subsequent scrutiny and validation visit, annual inspections and examination sessions. Details may be obtained from Trinity's Information Officer who can be emailed at tesol@trinitycollege.com

Trinity aims to keep costs and fees to the lowest level viable for its operations. Every effort is made to control the costs of TESOL provision to both organisations and candidates, and wherever possible existing independent scrutinies are taken into account to avoid duplication of time, effort and expense. Validation fees are set to cover the direct and indirect costs of these activities.

Fees payable for a validation visit or inspection visit will vary according to the location of the organisation and possibly other factors. Standard fees payable are revised annually and published in a schedule of fees for validation which lists the initial scrutiny fee, the validation fee, the validation visit fee, the course inspection fee, and chargeable expenses. The fees payable, with approximate costs where they may be variable (e.g. travel), will be communicated to the organisation at the time when the visit arrangements are confirmed.

Fee and expenses payments must be settled by the due dates reasonably announced.

9. The annual course inspection

The Chief Examiner normally conducts the annual course inspection, where course progress, standardisation of internal assessment and induction of new trainers are discussed in a supportive and constructive manner. The Chief Examiner observes one or more sessions, talks to tutors and candidates, and scrutinises their coursework.

A validated programme will continue to be inspected annually by Trinity. During subsequent inspection visits all aspects of the original submission may be reviewed. Following each inspection visit, Trinity will report to the course provider highlighting any areas for attention and development. The report may set conditions which must be met in order for Trinity validation to be continued, and recommendations which it is at the discretion of the organisation to accept, modify or reject. Any amendments must be implemented within 10 weeks of the course inspection, or in the subsequent course (see Appendices 6 and 7).

Feedback on visits
Course providers are supplied with a pro forma through which to comment on the usefulness of the inspection visit and any aspect of Trinity's conduct in relation to the LTCL Diploma TESOL (see Appendix 8).

10. Optional visits

Organisations offering Trinity validated courses for a second or subsequent occasion may request an advisory visit, at the organisation's expense, if they would find this helpful.

11. Changes to original submission

Organisations offering Trinity validated courses must inform the Chief Examiner of a change of Course Director or of any regular tutors and should submit to the Chief Examiner for approval the CVs of any new tutors they propose to use. They must also inform the Chief Examiner of any significant changes in management of the organisation, course content and design and assessment procedures, location and premises and resources and teaching practice arrangements. These changes must be approved by Trinity before the course is re-advertised. An organisation will be validated for a specific course in one location, and validation cannot be transferred to another venue without permission from the Chief Examiner, who will need to see all relevant changes in staff, induction procedures, course timetabling, resources and documentation. Normally only relevant changes will be re-validated, not the whole original submission.

Continuing Validation

12. Continuing validation

This publication constitutes the terms of Trinity's agreement with the course provider. Breach of these terms will require Trinity to withdraw validation. Withdrawal of validation will normally be preceded by a warning and a period of time during which the course provider can make good the infringement of regulations, unless Trinity thinks it appropriate to withdraw validation immediately in the interests of potential candidates and to protect the reputation of Trinity as an independent award-giving body.

Validation may be withdrawn by Trinity under the circumstances indicated below:

- if the course provider delivers a course that does not comply with the course proposal as agreed with Trinity at the time of validation and as set out in the 12 sections of the agreed proposal

- if requirements for changes to course provision detailed in the Chief Examiner's reports are not complied with during a period of ten weeks following the inspection or one subsequent course unless an alternative agreement is reached with Trinity in writing

- if the course provider does not submit to Trinity at the end of the first year of validation a copy of its internal LTCL Diploma TESOL handbook for candidates containing details of course content, timetable, assessment, administrative details, and appropriate pastoral advice in relation to the pressures of study, the need for careful time management and regard for peers, and their right to complaint and appeal

- if the course provider does not submit to Trinity at the end of each three year period following validation either a full updated course proposal, or a document indicating what changes have been made to the original proposal, or a document confirming that there have been no changes made to the original proposal

- if the course provider does not settle invoices for validation, examination, course inspection and other appropriate charges in full by the due dates reasonably announced

- if the course provider is found to mislead or mistreat candidates in respect of their financial commitments, or in any other way is found to fail in the course provider's financial obligations to Trinity or to Trinity candidates

- if the course provider is judged to have brought Trinity's procedures, qualifications or personnel into disrepute.

The above points relate to full-time and part-time courses.

13. Re-validation

If substantial changes have taken place, Trinity reserves the right to demand a full or partial re-validation at the course provider's whole or partial expense at Trinity's discretion. This may or may not result in the withdrawal of validation depending on the findings of the re-validation.

Validated courses that are not run during the 12 months following validation, or which are run once or more but not then run for a period of 18 months (for full-time courses) or 24 months (for part-time courses), will need to go through the full validation procedure again. The re-validation will be at the course provider's expense.

14. Overview of course structure

Trinity LTCL Diploma TESOL Syllabus 2005			
	Section 1	Section 2	Section 3
Unit 1 *Written paper* *(three hours)* *(externally assessed)*	Language: Four short questions (choice of five)	Learning and Teaching: One essay (choice of three questions)	Professional Development: One essay (choice of three questions)
Unit 2 *Coursework portfolio* *(internally assessed and externally moderated)*	Observation Instrument(s): Rationale and evaluation of use in a minimum of 6 hours' (of 10 hours') compulsory observation	Developmental Record: Based on a minimum of 10 hours' (of 15 hours') compulsory teaching	Independent Research Project
Unit 3 *Interview* *(30 minutes)* *(externally assessed)*	Talk on prepared topic and discussion (10 minutes): The interview will have a phonological focus	Phonemic transcription (5 minutes)	Discussion on topics concerning aspects of theory and practice (15 minutes)
Unit 4 *Classroom teaching* *(internally and externally assessed)*	Internally assessed: *Planning* *Teaching* (four one hour lessons) *Lesson evaluation*	Externally assessed: *Planning* (20 minutes of which 10 minutes discussion with candidate) *Teaching* (60 minutes) *Lesson evaluation* (20 minutes)	Internally assessed and externally moderated teaching journal based on internally assessed lessons in Section 1

15. Overview of course procedures and administration

Please see specific details for each unit in the sections of this booklet called 'Validation Requirements' and 'Syllabus'.

15.1 Required hours: the minimum number of hours to be scheduled for on each course must be 300 of which 150 will be timetabled. The remaining 150 hours will not be timetabled, but will be necessary to cover candidates' research, teaching preparation, background reading and other necessary course work outside the timetabled course hours.

15.2 Candidates should be externally assessed and work moderated for Units 1, 2, 3 and 4 only when they have completed the full programme of study, including any distance learning components.

15.3 Course providers presenting candidates for the Diploma examinations may be asked to verify that the candidates have completed the LTCL Diploma TESOL course validated by Trinity before they can sit the external examinations.

15.4 Having completed a course of study, candidates have three years to pass all four units, in any order, from the date of taking any one of the four. For example, if the candidate takes Unit 3, the interview, in November 2005, then the Diploma assessment and moderation of all units must be successfully completed by November 2008 for that candidate to be awarded the LTCL Diploma TESOL. Each unit can be re-taken any number of times within the three-year period.

15.5 Only Unit 1 has set dates. The examination dates for the current and following year are available from Trinity and on the Trinity website. There are three set dates per annum for the written papers.

15.6 Any of the three sections of Unit 2, the portfolio, can be re-submitted independently for reassessment if considered a fail without re-submitting the other one or two section(s) if they were awarded a 'pass' mark in the original assessment.

15.7 If the course provider intends to charge fees for the re-take of the internal assessment of Unit 2 or Unit 4, then these must be included in the course documentation, and copied to all candidates at the beginning of the course.

15.8 The external assessment and moderation of Units 2, 3 and 4 must take place on the same day, at the end of the course, unless prior written agreement is received from Trinity for an alternative schedule. This is normally agreed only in exceptional circumstances.

15.9 If a candidate fails any unit or part of a unit they must retake the failed component(s) only within three years of the date of the first unit taken.

16. Overview of assessment

16.1 Assessment criteria, matching the level of skills devised by Trinity, are
provided by Trinity for all units, and must be used by all course providers in all internal assessments.

16.2 To achieve a Pass overall, a candidate must obtain 50% of the total marks available in each of the four units. Certain other conditions are necessary for a pass in Unit 1 (pass for Section 1) and Unit 4 (pass for the total internally assessed lessons, the externally assessed lesson and the Teaching Practice Journal).

16.3 To achieve a Distinction, a candidate must obtain 80% of the total marks available in each of three of the four units, including Unit 4, and at least 50% of the total marks available in the remaining unit.

16.4 The candidate must pass all three sections of Unit 4. The pass mark is 50% for each section:
   • The average of four internally assessed lessons (20/40)
   • The externally assessed lesson (20/40)
   • The teaching journal (10/20)

16.5 If in Unit 4 the internally assessed teaching lessons and the accompanying teaching journal do not receive a pass mark (30/60), and including a pass in both the teaching practice and the teaching journal, then all four lessons and the journal must be re-taken.

16.6 If the external assessment receives a pass mark, then the external assessment of Unit 4 does not need to be re-taken.

16.7 Similarly, if the external teaching assessment fails, and the internal teaching and journal pass, then only the external assessment is repeated.

16.8 It should be noted that there may be financial implications relating to registration of candidates for the external assessment and moderation of Units 2, 3 and 4 if these should be taken later than the end-of-course date, and fees and regulations should be checked and considered by both course providers and candidates before registration.

16.9 Where the moderation of Units 2 and 4 take place at another venue, then the examiner will have the discussion with the original internal marker by telephone and email. For details of these procedures please see section F7 in this document (p. 28).

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.

17. Feedback on examination visit

Course providers are sent a pro forma on which to comment on the usefulness of the examination visit and the efficiency of Trinity in its dealings with the organisation. It is recommended that these pro formas are always completed and returned to Trinity (see Appendix 14).

Validation Requirements

For new and continuing LTCL Diploma TESOL courses.

Submitting a proposal

Having received the Organisation Fact File (see Appendix 1), and if Trinity agrees that the course provider may proceed to a full proposal, but without a guarantee of validation, course providers should then submit one hard copy and an electronic copy using Microsoft Word. The scrutiny fee is payable at this point.

A proposal will not be considered unless:

- all pages are numbered
- an index is provided at the beginning of the proposal
- the proposal includes copies of all pro formas to be given to trainees and tutors: these should be submitted as numbered appendices
- it is accompanied by the scrutiny fee
- it covers the following areas:

  A   Aims of the course
  B   Objectives of the course
  C   Environment and proposed target group
  D   Entry requirements and selection procedures
  E   Proposed course dates, length, frequency and class size
  F   Course structure and components (including modes of delivery and timetabling)
  G   Course bibliography (including any proposed pre-course reading/recommended purchases)
  H   Assessment
  I   Course management and tutoring staff (including curricula vitae of course director(s) and tutors)
  J   Premises and resources
  K   Evaluation of course by participants
  L   Taking other inspection and accreditation into account

All course providers must satisfy Trinity's requirements, but Trinity encourages variety in the precise composition and method of delivery of courses. Course providers must indicate clearly and convincingly how they will meet the criteria set out in this document as essential to an LTCL Diploma TESOL course. They must also expand the statements they make to show how they will deliver a programme that is appropriate to their specific needs, and how they will actually deliver the course in their own organisational environment, demonstrating their own special rationales, values and resources. Validation is a formal requirement and criteria must be satisfied, but it is also a creative and collaborative process.

Before beginning to write a proposal the course provider is asked to read the syllabus requirements and the details provided for each of the four units (see the section called 'The Syllabus' in this booklet on pp. 36–38).

A Aims

The LTCL Diploma TESOL 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 their 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.

Course providers should, as a minimum, include the above aims in their proposal for validation. In addition they can add further aims appropriate to their own teaching, training and learning environment.

B Objectives

Candidates will be expected to demonstrate the following learning outcomes on completion of the course.

Successful candidates will demonstrate the following in the course of the examinations:

B1 Language and language topics

1.1   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.

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

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

B2 Learning and Teaching

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

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

2.3   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.

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

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

2.6   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.

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

2.8   An understanding of the main methods, materials and forms of assessment appropriate to young learners from Primary level upwards.

B3 Personal and professional development

3.1   The ability to assess their own effectiveness as language teachers and classroom managers and develop their skills accordingly through a conscious process of personal professional development.

3.2   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.

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

3.4   The ability to carry out classroom based investigation.

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

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

Course providers should, as a minimum, include the above objectives in their proposal for validation. In addition they can add further objectives appropriate to their own teaching, training and learning environment.

C Environment and target group

In addition to the information that course providers have given in their Organisation Fact File, they should provide the following:
- details of their principal local and wider teacher-training market
- details of the main distinctive features of the organisation
- details of the means by which candidates will be informed of the course provision.

D Entry requirements and selection procedures

D1 Selection criteria

Course providers should state the following information in their proposal, and submit an Appendix where appropriate.

1.1   Candidates for the LTCL Diploma TESOL examinations must have a degree or equivalent. This could be another type of qualification which shows evidence of sustained academic study which would potentially enable the candidate to cope successfully with the requirements of the LTCL Diploma. Original qualifications or validated copies must be shown at interview, and copied for the candidate's file. Applicants who do not possess a degree, but who have an equivalent qualification or relevant combination of qualification(s) and experience, must be tested more stringently at interview, and a sample enhanced written task must be submitted in the proposal.

1.2   An initial formal TESOL training qualification (e.g. CertTESOL or equivalent) is highly recommended, but not essential.

1.3   Language skills – candidates should demonstrate an awareness of, and interest in, language and have a high level of competence in English, in listening, speaking, reading and writing skills that is appropriate to fully qualified teachers of English and which will enable them to follow the course successfully: see below for notes on language competence.

1.4   Candidates should demonstrate an interest in, and aptitude for, the development of teaching ability at an advanced level with a wide range of learners, and the capacity for advanced study of the principles underlying language acquisition, learning and teaching.

1.5   The interview task, which must include a writing task in the candidate's own handwriting, must be submitted as an Appendix.

1.6   The LTCL Diploma TESOL examinations lead to qualifications which are intended for experienced and (normally) practising ESOL teachers. The ESOL teaching experience requirement prior to the

course start is two years full-time. In the case of part-time teachers the same minimum quantity of teaching experience may be accumulated over a longer period. This means:

- a year's full-time ESOL teaching normally involves a minimum of 15 hours per week (e.g. 15 x 60 minutes or 20 x 45 minutes).

- a full-time year normally consists of a minimum of 32 weeks.

- a full-time year's ESOL teaching would, if calculated on the above basis, most commonly involve 32 x 15 hours (480 hours).

   The total minimum amount of teaching experience required is therefore 960 hours, whether this has been completed full-time or part-time. Trinity defines one teaching hour as 60 minutes.

   Candidates must show evidence at interview therefore that they have a minimum of 960 hours teaching, irrespective of whether this has been gained through full-time or part-time experience.

1.7   All claimed ESOL teaching experience must have occurred within the five years prior to the interview for the course.

1.8   The candidate must have had no more than one year's break from ESOL teaching immediately prior to the start of the course.

1.9   Applicants are required to declare their teaching experience at the point of application on the course provider's application form/appropriate pro forma.

1.10   The teaching of all subjects other than ESOL is normally excluded from claimable teaching experience.

1.11   A minimum of 75% of claimed teaching experience must be with classes. 25% may have been with one-to-one learners. Candidates with recent experience predominantly of one-to-one teaching, not exceeding 25% of total teaching experience claimed, are advised that the examinations involve the teaching of classes and that they must therefore refresh or develop their full-class teaching skills before attempting the course.

1.12   It is the responsibility of the Trinity validated course provider to ensure that all candidates will meet these eligibility criteria at the time of application for the course.

The above notes describe the minimum teaching experience requirements for admission to the LTCL Diploma TESOL course. This minimum is not negotiable and it is not possible for Trinity to enter into correspondence with individual candidates whose experience does not meet these requirements. Trinity reserves the right to require documentary evidence of claimed teaching experience and reserves the right to refuse admission to the examinations to candidates who cannot, when requested, provide such evidence. In the event of a candidate disputing Trinity's judgement that their teaching experience is not equivalent to two years (960 hours), the candidate will not be permitted to take the examination(s) at the preferred time but may appeal against this decision in accordance with Trinity's regulations.

D2 Selection procedures

The course provider should submit a statement providing the following information:

2.1   A description of selection procedures, including details of how additional criteria beyond education and teaching experience are exercised in selecting candidates.

2.2   The nature of admission interviews (individual/group/face-to-face, etc.).

2.3   The criteria which will be used when accepting or rejecting prospective candidates. Interviews should normally be face-to-face.

2.4   Details of procedures for telephone and online interviews. Where interviews are carried out by telephone or online, course providers must indicate the reason for this and the measures to be taken to ensure that successful applicants have met the entry criteria before arriving at the course location. Where applicants are accepted following such interview procedures, they must be warned in advance that they may be refused a place on the course on arrival if they are not then considered to meet the entry requirements set by Trinity and by the individual course provider.

2.5   Details of how they will assess potential candidates' English language competence and their suitability for participation on the course. The interview tasks, including the writing task, must be submitted as appendices. The writing task must be completed on site, and it must be stated whether other tests or tasks are to be completed at home or at the training organisation. See the notes below on language competence.

2.6   A list of proposed questions at interview as an Appendix.

2.7   Directions to candidates on their awareness of the syllabus and bibliography prior to the interview, and questions regarding the syllabus, assessment and course reading at the interview.

D3 Notes on language competence

3.1   Whether English is their first, second or foreign language, candidates should demonstrate a high level of competence in reading, writing, aural and oral skills in English as appropriate to a teacher of the language.

3.2   On entry to the course the candidates' own use of spoken and written English, as well as their aural and reading skills, must be sufficient to equip them for the above training process. Course providers will need to differentiate between candidates' own competence in English, their ability to explain relevant features of English to learners, and their ability to teach these in a communicative context.

3.3   An assessment of appropriate structure, spelling and punctuation of written English, and fluency and pronunciation of spoken English, must therefore be included in the entry procedures of the course for all candidates. Prospective candidates will normally be given a face-to-face interview, and only exceptionally a telephone interview, which must be rigorous (see D 2.4). All prospective candidates must be given a test of writing ability to take on the spot without the assistance of dictionaries or other aids. In their submission the organisation must indicate the nature of admission interviews, what questions will be asked and what criteria will be used when accepting or rejecting prospective candidates. Any exceptions to this procedure must be detailed in the submission.

3.4   Candidates for whom English is a second or foreign language should demonstrate competence in all skills. The following are some of the tests and examinations that may be used as proof of competence:
- Trinity Graded Examinations in Spoken English: minimum Grade 11
- Trinity Integrated Skills in English: Level III
- Cambridge ESOL: Certificate of Proficiency in English, Certificate in Advanced English
- IELTS: minimum band 8.0 in all sub-skills
- City and Guilds (Pitman): Advanced ESOL Examination
- TOEFL: score 650 or above.

3.5   In considering candidates' language competence, course providers must be satisfied that candidates' levels of spoken and written English are of a sufficiently high standard to enable them to perform the function of role models as language teachers. They must also have a high competence in reading and listening skills. Academic or vocational qualifications should not be accepted as the sole evidence for appropriate spoken and written language skills. The varieties of spoken and written English deemed appropriate for a teacher of English include regional and world varieties as well as British Standard English and Received Pronunciation.

3.6   It is accepted that teachers from many parts of the world with English as a second or foreign language may have distinctive features of pronunciation, grammar and/or vocabulary which conform to the model of English prevalent in their own linguistic/cultural group. While Trinity does not require all candidates to conform linguistically to all features of British Standard English or Received Pronunciation, course providers must recognise that candidates who are to be awarded the Trinity LTCL Diploma TESOL will have special status as teachers of English, not only within their linguistic/cultural group but beyond it. It is very important that this factor is taken into consideration when setting linguistic entry requirements. It is possible that marks may be downgraded in future examinations, which could bring a low pass to a fail, if the standard of English is significantly below that required for an internationally mobile teacher of English.

D4 Background enquiries

Teaching of any kind is a responsible occupation in which both teacher and learner are vulnerable.

In the interests of both the teacher and the learners, Trinity strongly suggests (rather than requires) the following enquiries, unless they contravene a national or local law or regulation with regard to education and training or data protection:

4.1 **General health**

Course providers should ask applicants to indicate whether they are suffering or have ever suffered from any disease, illness or impairment that might affect their or other candidates' course of study.

4.2 **Special needs**

The course provider must make clear its arrangements for candidates with special needs (Appendix 2). Candidates with special needs should be encouraged to discuss with the course provider their personal requirements and the means by which the course provider and the candidate can make any necessary special provision so that the candidate will have the opportunity to follow the course, have a reasonable opportunity of completing the required assignments to the necessary standards, and be fairly assessed in terms of learning outcomes.

Where such a condition is acknowledged, or where a candidate has special needs, course providers should document this discussion and advise applicants how far the course provider can make suitable special facilities available to them and whether the condition is likely to affect the applicants' progress during training, bearing in mind the length and intensity of the course. Course providers in the UK should consult among other sources of information the Disability Discrimination Act 1995 or later and also Appendix 2 of this document relating to candidates with special needs. They should apply their own school or college policy in these matters and it is advisable in addition to consult Trinity.

4.3 **Criminal record**

- Course providers should ask prospective candidates to reveal any criminal record. It is primarily the responsibility of an employer to assess job applicants' suitability for a teaching position by taking into account any criminal record. For this reason, Trinity does not insist upon criminal record disclosure for all applicants for LTCL Diploma TESOL courses. However, course providers may, under certain circumstances, wish to identify any offence against children or other vulnerable members of society by applicants for training, or any other offence that seems relevant to the trainee's role as a teacher.

- Course providers in the UK may wish to invite applicants to obtain an Enhanced Disclosure from the Criminal Records Bureau (CRB). This provides an exhaustive list of the individual's known violations of the law. Having a criminal record does not necessarily bar an applicant from entry to the course. It is the responsibility of the course provider to decide on what basis to grant or withhold access to candidates in consultation with Trinity and appropriate sources of medical and legal advice.

4.4 **Equal opportunities**

It is recommended that course providers include a statement to indicate their equal opportunities policy in relation to gender and sexual orientation, ethnicity, religion and beliefs.

4.5 **Working with under-16s**

If candidates will be working with under-16s in the course of their training (i.e. during teaching practice), the course provider must make the necessary enquiries as indicated above in all cases unless they can assure Trinity that each candidate will not at any time be left alone with a young person. Course providers are reminded that under UK law any organisation that allows under-16s to be educated, trained or cared for on its premises is held responsible for the proper conduct of its staff and those with delegated responsibility such as teachers in training. In the case of candidates likely to work with under-16s, it is possible in some circumstances to be granted access to official lists of individuals prosecuted for certain offences in relation to under-16s. A statement to this effect must be submitted as an Appendix. Trinity requires (rather than suggests) that these enquiries are made unless they contravene a national or local law or regulation.

E Proposed course dates, frequency, class size and course length

Course providers must indicate the following:
- expected course dates including preferred first course dates
- expected frequency of course: e.g. monthly, once annually
- maximum group size: Trinity requires the first course run by a newly validated course provider to include not more than 12 candidates, and course providers should indicate the likely number
- minimum group size: four candidates, although please remember that for examinations based outside the UK the minimum fee for Units 2, 3 and 4 combined is the fee for six candidates.

E1 Course duration

The minimum duration of a wholly contact-based full-time course should be 10 weeks. However, course providers should carefully consider the time constraints this minimum would impose. Course providers are encouraged to run courses to suit the potential market, and these may be run on a full-time, part-time or distance learning basis, or a mix of these modes.

E2 Course length

The minimum course length for all course types, including distance learning programmes, is 300 hours. Of these:
- a minimum of 120 timetabled hours must involve direct tutor contact
- a minimum of 30 hours will be organised by the tutor, but not necessarily direct contact
- a minimum of 150 hours is for private study (not timetabled).

In the case of courses delivered in part by Distance mode, there will be a face-to-face component of a minimum of 40 hours (see F8).

The minimum number of hours required altogether on each course must be 300 of which 150 will be timetabled. 120 of these timetabled hours must involve direct contact with the tutor. The remaining 30 timetabled hours will be organised by the tutor, who must be available in the building, but not necessarily in direct contact with the candidates; they too will be attending the course, and may, for example, have been asked to research/complete a task in groups in the resource centre. The remaining 150 hours will not be timetabled, but will be necessary to cover candidates' research, teaching preparation, background reading and other necessary course work outside the timetabled course hours.

Timetabled hours include activities such as:
- input including lecture mode; tutorials; feedback (group and individual); supervised assignment planning sessions; supervised workshop; supervised private study; sessions devoted to assessment of course members (not teaching practice).

Private study time includes activities such as:
- unassessed teaching practice sessions, observation of experienced teachers, private study, teaching practice preparation, assignment preparation and production and similar activities.

F Course structure and components

Including timetabling and modes of delivery.

Before beginning this section of the proposal, course providers should be familiar with:
- the requirements and details for each unit under 'Syllabus' in this booklet
- the details of examination and administrative procedures (Appendices 5 and 10).

F1 Pre-course

Candidates are expected to complete a certain amount of guided pre-course reading. This recommended reading, articles, chapters of books, websites etc., should be submitted in the proposal along with any pre-course tasks which the course provider thinks appropriate to the course content and the candidate's future development.

F2 The Syllabus requirements

Course providers are asked to include in their proposals the Trinity Syllabus requirements, as provided under Units 1–4 of the section 'Syllabus'. These can be reworded, expanded and additional components included, as long as the minimum Trinity requirements are stated. In addition, course providers are asked to provide:

- an outline of the content of their input sessions, e.g. what they propose to cover in a session(s) on morphology
- guided reading for the input sessions as this helps the candidates to focus on theory in an integrated and continuous way throughout the course
- a rationale for the chosen structure of their course, e.g. why they might prefer to cover grammar sessions before phonology, if this were to be the case
- a list of the number of hours to be allocated to different components, e.g. integrated skills: three hours; phonology with lexis: two hours; pragmatics: three hours. This enables the Chief Examiner and panel of scrutinisers to see at a glance the balance of content of the proposed course structure.

F3 Timetabling

Trinity appreciates that the draft timetable may be subject to some changes once implemented but considers it essential that course providers should think through the course delivery process very carefully prior to validation.

Course providers must include with their proposal a draft timetable as an Appendix stating:

- content specific input sessions, e.g. 'grammar: finite and non-finite clauses'
- mode of delivery, e.g. candidate-led workshop; tutor lecture
- name of tutor for each session
- proposed times and days of sessions
- breaks and holidays
- mocks of written papers for Unit 1, and discussion of these
- mock of the Unit 3 interview, which deals with phonological theory in classroom practice; the guidance and instructions for the interview, the required talk and phonemic transcription by the candidate
- deadlines as required by the course provider
- the relevance of each component to others and the likely logical progression through the components, e.g. the timetabling of teaching practice should allow for reflection and planning between sessions, while not being so drawn out as to slow down the incremental developmental process between sessions. The course structure must allow trainees adequate input before completion of assignments without leaving too much to be completed and marked on the last few days.

F4 Tutorials

A pro forma for tutorials must be submitted as an Appendix. Each candidate must have a focused one-to-one tutorial twice in the course, actually timetabled, and this tutorial should be logged in writing, with strengths and weaker areas acknowledged and signed by both parties. The logs must be available for all trainers to see, and each log must be copied to the candidate concerned. Other group/extra tutorials may be organised at the course provider's discretion.

F5 Internal assessment

- Proposals must include a detailed rationale/statement of the course provider's understanding of the requirements for the internally assessed components (see Unit 2 and Unit 4 under the section 'Syllabus').
- All internal assessors must be standardised, and details of standardisation procedures submitted.
- Internal assessors must use the Trinity criteria.

F6 Notes on units

Course providers must read the section called 'Syllabus' and provide detailed information on how they would meet Trinity's requirements in the provision of the different units, thereby demonstrating their understanding of what is required.

Unit 1: Written paper

- Course providers must ensure the inclusion of all syllabus requirements in their input sessions and workshops.
- Guided reading should be integrated throughout the course.
- A mock examination for whole written papers, and also continuous work on individual questions, must be provided and timetabled.
- Candidates need to be directed to the assessment criteria and guidelines for the written paper at the beginning of the course. They should know how they are to be marked, and the examiner expectations of their written work.
- Administrative procedures can be found in Appendix 5.

Unit 2: Coursework portfolio

General

The proposal should state clearly the following:

- Course providers must timetable sufficient time for all three sections of Unit 2, i.e. advice on how to prepare, discussions of expectations for each of the three sections, instructions and guidance on how best candidates might timetable the required 10 hours' observation for the Observation Instrument and the 15 hours' teaching required for the Developmental Record. Course providers should also give guidance on time management for the Independent Research Project. Each course provider will vary on the number of drafts, if any, required or permitted before the internal assessment, and deadlines for these must be clearly stated on the timetable.
- All instructions and guidance to candidates for the portfolio, including guided reading, must be submitted as Appendices.
- Deferred internal assessment and external moderation: the internal assessment of Unit 2, the portfolio, is normally conducted during the course and moderated at the end of the course. However, if extenuating circumstances arise, the candidate may ask for the portfolio or teaching journal to be moderated later at another venue. If this is the case, then the Diploma Coordinator at Trinity must be contacted in writing by the original course provider on behalf of the candidate, stating exactly why this is preferable. Each case will be individually considered by the Chief Examiner.
- It should be noted that in the above circumstances the candidate may be liable for additional Trinity fees. It should also be noted that any delay in the internal assessment of Unit 2 is at the discretion of the course provider, and that additional course fees may be charged by the course provider. This will be a private arrangement between the course provider and the candidate, and must be given in writing to the candidate. Trinity will not participate in any dispute over fees charged in such situations.

Section 1: The Observation Instrument (see Unit 2 under 'Syllabus' for more detail)

- Candidates are required to complete ten hours (600 minutes) of guided purposeful observation of teachers. This assignment will be based on a minimum of six hours (360 minutes) of these ten observations.
- Instructions should be clear to the candidates, and submitted in the proposal, of who can be observed.
- The observed teachers will have either a full teaching qualification (LTCL Diploma or equivalent) and at least one year's teaching experience, or a formal initial teaching certificate and at least three years' experience in TESOL.
- All observations must be live, i.e. not a video recording(s). Five hours (300 minutes) of observations may be of peers on the course, if these candidates comply with the specifications above.
- All observed lessons must be verified by the course provider. Candidates must submit to their course director the names and contact details of the teachers they intend to observe and the name of the Director of Studies at the candidate's work place.

Section 2: The Developmental Record

- Candidates will teach 15 hours of class teaching. The record will be based on a minimum of ten hours of a total of 15 hours' compulsory teaching.
- These hours are not observed or assessed, and will be with the candidates' own classes.
- Classes must be groups of a minimum of six learners.

Section 3: The Independent Research Project

- The Independent Research Project allows the candidate to select an area of research of personal interest within the field of TESOL. This will be discussed and agreed by their course tutor before beginning the research. Details are given in the relevant section of the Syllabus.

Unit 3: The Interview

The interview lasts for 30 minutes and will cover the phonological aspects of teaching and learning, with particular reference to combining theory with practice. This should not be considered as a 'phonology' interview, but rather an opportunity for the candidate to address the issues of speaking and listening skills in class, and how an awareness of phonology can enhance or impede teaching and learning in these two skill areas.

- Phonology sessions must be clearly marked on the timetable.
- Course providers must timetable the classroom application of the theory, and encourage candidates to relate the theory to an integrated and practical approach to the teaching.
- Course providers must timetable a 30-minute mock interview for each candidate. This must replicate the format of the external interview using the Trinity assessment pro forma exactly regarding timing and assessment criteria.

Unit 4: Teaching Practice

Teaching Practice:

Course providers must submit as Appendices their proposed instructions and guidance for Unit 4, which provide candidates with a rationale for the teaching practice as specified by the course provider. Course providers must confirm that candidates will receive a copy of the Trinity criteria of assessment at the beginning of the course.

- A separate draft timetable must be submitted stating as far as possible the expected timescale and deadlines of all internal assessment for each candidate. Candidates normally teach their own classes at their own schools or colleges, and tutors should be aware of the time commitment this will involve for internally assessing tutors.
- Candidates must be familiar with the classes they are to be assessed on, and should have taught these classes on at least two occasions before being assessed.
- Internal assessment arrangements must be discussed at interview, and the proposal must include a statement to this effect, outlining procedures and strategies for those candidates who do not currently hold a teaching position within travelling distance of the course provider.
- Candidates are required to complete a minimum of four lessons, each lasting 60 minutes, all of which will be internally observed and assessed, using Trinity criteria. These will cover the candidate's pedagogic, communicative, reflective and analytical skills. Candidates must make every effort to vary teaching aims for internal assessment. It is not acceptable to be assessed on the same type of lesson for all four hours, e.g. teaching a grammar point.
- Candidates are required to complete one 60 minute lesson which will be externally assessed. The lesson plan and post-lesson evaluation are also externally assessed.
- Classes must be with groups, rather than one-to-one lessons, and contain a minimum of eight learners.

Teaching Journal:

- Course providers must make clear in their proposals their expectations, guidance and instructions to candidates on the teaching journal.
- The journals must be submitted for internal assessment and external moderation including the plans, materials and evaluations and tutor feedback for the four hours of teaching practice.

- The journals carry 20% of the overall marks in Unit 4, and must receive a pass mark (a minimum of 10/20 marks) for Unit 4 to be passed overall. Trinity criteria must be implemented. The journals will be assessed mainly on the evaluative and reflective comments offered in the written lesson evaluations, but presentation and organisation will also be considered. The plans and materials will already have been assessed during the planning stage.

- *Deferred internal assessment and external moderation.* The internal assessment of Unit 4, the teaching practice and the teaching journal, is normally conducted during the course, and moderated at the end of the course. However, if extenuating circumstances arise, the candidate may wish the teaching journal to be moderated later at another venue. If this were to be the case, then the Diploma Coordinator at Trinity must be contacted in writing by the original course provider on behalf of the candidate, stating exactly why this is preferable. Each case will be individually considered by the Chief Examiner.

- It should be noted that in the above circumstances the candidate may be liable for additional Trinity fees. It should also be noted that any delay in the internal assessment of Unit 4 is at the discretion of the course provider, and that additional course fees may be charged by the course provider. This will be a private arrangement between the course provider and the candidate, and must be given in writing to the candidate. Trinity will not participate in any dispute over fees charged in such situations.

F7 Scheduling the examination session

Course providers must submit a draft timetable for the external examining session. A sample of the timing for one candidate is provided in Appendix 12.

- During the examining session, and where the moderation of Units 2 and 4 take place at another venue, e.g. the candidate's workplace, then the examiner will still have the discussion on the internally assessed components with the original internal marker. This will be conducted by telephone at an appointed time agreed by both. A back-up email must be sent by the examiner to the tutor, to confirm the conversation, and both the call and the email must be completed within 24 hours of the moderation. In such circumstances, candidates will be responsible for photocopying their portfolio, to be retained by the original internal assessor for 18 months after the course finishes, and for ensuring that their original portfolio is available to the examiner at the venue where it is to be moderated.

F8 Distance Learning within an LTCL Diploma TESOL course programme

8.1 *Mixed-mode training*

If the course is partly through distance mode, then the equivalent number of tutor contact hours will apply, using an appropriate combination of normal face-to-face modes of delivery plus appropriate media, e.g. one-to-one correspondence, telephone, internet, video. Some course providers may choose to offer courses that combine regular full-time course modes of delivery with some distance learning modes of delivery. For those courses providing a distance learning element, a clear indication of contact/non-contact hours and the types of media to be used for non-face-to-face contact hours should be clearly detailed in the proposal.

8.2 *Guidance notes*

Guidance notes for Distance Learning can be requested from Trinity. Course providers should read the guidance notes and must answer each question in their proposals. Members of the validation panel will check distance provision within a course proposal against the guidance notes in order to ascertain whether the course provider has considered key aspects of distance training provision.

Sample questions from the notes are:
- What is the learning context of the learning group?
- Will extra materials be sent via internet, video, DVD or other means, to be circulated within the group?
- How will communication be facilitated between the members of the learning group?
- How many hours of face-to-face contact will be replaced by distance learning tasks such as reading, studying and assignment preparation requirements?
- How will core assignment preparation (Unit 2) be incorporated and timetabled into the distance programme?

- Which elements of the course will be included in the face-to-face phase of the course, and how will the two phases be joined cohesively?
- How will feedback be given?
- How will progress of work and completion and submission of assignments be monitored?
- How will the pastoral care of each learner be managed?
- What facility will there be for a complaints procedure during the distance phase of the programme?

8.3 *Distance Learning qualifications for tutors*

A virtual learning environment (VLE) is a set of teaching and learning tools designed to enhance a student's learning experience by including computers and the Internet in the learning process. The principal components of a VLE package include curriculum mapping (breaking the curriculum into sections that can be assigned and assessed), student tracking, online support for both teacher and student, electronic communication (email, threaded discussions, chat, web publishing), and Internet links to outside curriculum resources. These tools provide the candidate with personal tutor contact time, and in addition an ability to communicate with other candidates and the tutor simultaneously online.

All distance learning programmes will have as a requirement a whole group component lasting for 40 hours. This will provide the cohort with the opportunity to work together and with tutors on a face-to-face basis. The 40 hours will be as set out below, and will exclude the examination week for external assessment and moderation. Course providers are asked to submit provisional timetables for this component, and to cover the following as a minimum per candidate:

8.4 *Guidance on the face-to-face component for programmes with a distance phase*

It is now a requirement that course providers running a VLE distance programme must have at least one member of their training team who can show evidence of their ability to tutor online. Please contact the Chief Examiner LTCL Diploma TESOL at Trinity's Head Office for more information on what a VLE programme entails. Advice on the above and on companies which provide e-training qualifications can be requested from Trinity.

- 4 hours for assessed teaching practice
- 40 minutes for discussion of lesson plans, 10 minutes for each of the assessed lessons
- 80 minutes for the post-lesson evaluation, 20 minutes for each lesson
- 30 minutes for a mock interview for Unit 3
- 1.5 hours' personal tutorial as required on a course
- In addition the first 10 hours will, as a requirement, focus specifically on, and integrate directly with, components of the DL programme. Based directly on the DL component, candidates will be asked to, e.g. lead workshops/provide feedback/discuss specific target tasks/present findings in an evaluative format. Course providers must submit an Appendix stating their expectations of candidates for these 16 'distance-focused' hours, where the aim is to provide continuity and an important link from the distance learning element to the face-to-face component.
- The remaining 22 hours should be timetabled as the course provider deems appropriate in relation to syllabus coverage, exam preparation, candidate-led workshops, plenaries, consolidation, counselling etc. It should be noted that, depending on the number of hours of 'tutor-contact' online, the required 120 tutor-contact hours over the whole course would need to be made up in the face-to-face component.
- Detailed advice will be provided in writing by our distance learning (DL) consultant on each distance programme during the scrutinising of validation proposals.

G Bibliography

Recommended reading

- The Trinity bibliography is included in this booklet (pp. 60–70). This can be downloaded from the website, where it will be updated from time to time, and all candidates should have a copy of this. Course providers should make it clear orally and in writing how much time will be required by candidates on average for intensive and extensive reading as this will be essential for a good grasp of the theoretical aspects of the course as well as underpinning the practical application. Background reading is an integral part of the course, and should be a main discussion point throughout the course. It is very important that candidates read continuously during the course, in a focused and guided way.

- Course providers must include in the proposal, shorter selected course-specific reading guidelines which will relate to:

  – pre-course preparation

  – the course provider's input sessions and workshops.

- The proposal, in addition, should outline optional material, and cover items such as journals and websites. The reading guidelines should relate to sections indicated in the Trinity recommended bibliography and may be supplemented as the course provider wishes.

- Course providers must endeavour to ensure that a minimum of three books for each section of the Trinity bibliography are available in-house in appropriate multiple copies, and that candidates are given clear guidance as to where the nearest libraries and bookstores can be found. Candidates should be advised of the main English language teaching book services available through mail order and online. A reference to this effect should appear in the proposal, along with publications which are subscribed to by the course provider, e.g. *English Language Teaching Journal*.

H Assessment

The Trinity grading and marking schemes for the Diploma are based on the following overall assessment criteria which relate to qualifications approved at Level 7 of the UK Regulated Qualifications Framework, in relation to expectations of pass and fail, and which are reflected in Trinity standards worldwide for good practice in the language teaching classroom.

Trinity Diploma grading and marking scheme			
	Distinction	Pass	Fail
Pedagogic skills	A highly competent demonstration of a broad range of classroom techniques, appropriate to varied teaching situations, which demonstrate innovation in practice and are fully informed by a detailed understanding of the subject matter.	A competent demonstration of a broad range of classroom techniques, appropriate to varied teaching situations which are evidently informed by a clear understanding of the subject matter.	Insufficient competence in using a range of appropriate classroom techniques, as demonstrated in varied teaching situations, and insufficient evidence that the teaching is informed by a clear understanding of the subject matter.
Communicative skills	Highly effective communication of a broad range of knowledge and related professional issues are demonstrated in a variety of situations, using appropriate communicative skills. Innovation in the practical application of a detailed understanding of subject matter is clearly evident.	Highly effective communication of a broad range of knowledge and related professional issues are demonstrated in a variety of situations, using appropriate communicative skills. Competence in the practical application of a clear understanding of subject matter is clearly evident.	Communication of knowledge and related professional issues are not appropriately effective in a variety of situations. A sufficient level of competence in the practical application of a clear understanding of subject matter is not demonstrated.
Analytical and reflective skills	A highly developed awareness of, and response to, context is demonstrated in assessment of learner needs, preparation, teaching and reflection, at both lesson and syllabus level. Equivalent awareness and response is demonstrated in both self and peer reflection.	Appropriate awareness of, and response to, context is demonstrated in assessment of learner needs, preparation, teaching and reflection, at both lesson and syllabus level. Equivalent awareness and response is demonstrated in both self and peer reflection.	Insufficient awareness of, and response to, context is demonstrated in assessment of learner needs, preparation, teaching methodology and reflection, at both lesson and syllabus levels. Awareness and response is insufficient in self and/or peer reflection.

The grading and marking schemes and more detailed assessment criteria vary for each unit. Course providers are obliged to conduct their internal assessment using the criteria set by Trinity, found in the 'Syllabus' section of this booklet.

Early warning

If the course director and tutors consider that any candidates will not or may not reach the standard required to pass the course, clear warning of the candidates' lack of progress must be given verbally and in writing. This warning must explain clearly how the candidates' performance risks falling short of the required standard. Any interim marks or grades awarded must be made known to the candidate to enable them to evaluate and improve their performance.

I   Course management and training staff

I1 Overall management

Course providers must make clear who is responsible for the overall management of the organisation, whether independent school, college, university (at organisational and departmental level). This should include brief details of:

- procedures for selecting teaching/tutoring staff and issuing work permits if relevant

- regulations relating to disciplinary offences by candidates: in the case of a serious contravention of a course provider's disciplinary code, for example violent or excessively disruptive behaviour, it is expected that the organisation will deal with this under a declared and understood disciplinary procedure

- details of provision for applicants with special needs (see Appendix 2).

I2 Specific course responsibilities

Clear responsibility should be defined for:

- course design at the validation stage and post validation

- recruitment of the course director and/or tutors

- candidate recruitment including interviewing

- directorship or management of the course: the Course Director (the person with overall responsibility for the course on a day-to-day basis) must be fully familiar with Trinity's validation and examining procedures and be able to answer questions on these

- course tutoring in all areas

- course administration (non-academic)

- financial procedures, e.g. administration of course deposits and fees: this must be handled responsibly and in accordance with the published information regarding the cost of courses and other services, whether payment of fees is made by cheque, credit card or other means

- handling of candidate complaints and feedback

- handling of administrative and/or financial issues or complaints: the course provider must inform all candidates of the internal arrangements for handling administrative and financial complaints, and must give all candidates a copy of the Trinity College London Level 7 LTCL Diploma TESOL procedures for handling complaints and appeals. This may be found in the LTCL Summary Guidelines for Candidates which is specifically designed as an introduction to the LTCL Diploma TESOL course for candidates, and which can be downloaded from the Trinity website.

I3 Course publicity and information

The proposal must show how the organisation provides comprehensive and clear information to its candidates. This publicity and information:

- must reflect accurately the actual location and premises of the course, course content and timetable, staffing and other resources provided, and any other features of the course

- must be given to candidates in writing before they enrol on the course and pay any deposit, or training or examination fees

- must include details of the assessment system

- must reflect accurately and clearly which services, materials and tuition are included in the advertised fees, and those which carry an additional charge

- must include details of Trinity's appeals and complaints procedures

- must not include unauthorised or inappropriate use of material bearing Trinity's name or logo

- must include details of fees for the re-take of the internal assessment of Unit 2 or Unit 4, if the course provider intends to charge these, and these must be copied to all candidates at the beginning of the course.

I4 Course staff

Course providers must submit full CVs for the Course Director or Leader and all tutors, specifying their TESOL and other academic and professional qualifications, including dates and provenance, and professional experience with special reference to teacher training experience, including dates, location, and level of training courses; formal qualifications if any awarded to those in training. The minimum qualifications and experience required of Trinity Course Directors and tutors are as follows:

- **Course Directors** must have a minimum of five years' recent English language teaching experience and recent and documented teacher training experience. In addition, the Course Director must have appropriate academic management experience.

- **Main input trainers and assessing tutors** must have substantial recent documented English language teaching and appropriate teacher training experience.

- **Course Directors, main input trainers and assessing tutors** must have one of the following as a minimum qualification:
  - Trinity College London LTCL Diploma TESOL
  - Cambridge ESOL (UCLES/RSA) Diploma (DTEFLA/DELTA)
  - PGCE in TEFL or with TEFL as a main component
  - A qualification in English language teaching of at least equivalent content and depth to the above, i.e. placed at Level 7 within the UK National Qualifications Framework or a recognised equivalent in or outside the UK.

- **Subsidiary/new tutors, trainers and mentors** who are not main or assessing trainers/tutors must have appropriate academic/vocational qualifications and appropriate teaching and training, tutoring or mentoring experience.

I5 An induction/internal assessors' standardisation plan for future Course Directors and/or new/assessing tutors

It is accepted that staff turnover will affect LTCL Diploma TESOL staffing. The induction/standardisation plan, which guarantees continuity of service and standards, must include a programme for:

- detailed briefing on all aspects of the course requirements and assessment responsibilities

- observation of the current Course Director and/or experienced assessing tutors

- relevant observation by the current Course Director and/or experienced tutors during the new staff's first sessions with LTCL Diploma candidates

- feedback on these observations

- partial supervision of new tutors until they are ready for fully independent tutoring, observation or assessment

- standardisation of internally assessing tutors; this can be through video, shadowing, meetings, exchange of feedback notes, and in any other, or combination of ways as outlined above.

Where the course provider wishes to appoint a new member of the training team, they must forward a copy of her/his full CV to Trinity for approval prior to the appointment. This will apply to all course tutors, not just the Course Director. If it is found that new tutors are appointed who do not have the appropriate qualifications or experience, or whose CVs have not been forwarded to and approved in writing by Trinity, the course provider may be asked to refrain from using them on the course.

J Premises and resources

J1 Premises

Course providers must give a general description of their premises in their validation proposal. To be used by candidates, the premises must be:

- sufficiently spacious for the number of candidates and staff to be accommodated in an appropriate room(s) during input, workshop and teaching practice sessions; it is normally regarded as preferable to have a training room permanently allocated to a group of LTCL candidates; the group will also need some quiet space for the preparation of teaching materials and other assignments; individual tutorials should take place in relatively quiet and private areas
- appropriately furnished, bearing in mind that candidates take notes while in training and need a proper flat writing surface as well as seating facilities
- adequately lit, heated and ventilated
- free from undue extraneous noise
- equipped with sufficient numbers of clean and hygienic lavatories for female and male trainees and staff using the premises at any one time
- equipped with appropriate and easily accessible emergency exits
- equipped with clear fire and safety instructions clearly displayed in all classrooms and common areas
- equipped with some refreshments, in particular drinks; if food is not available on the premises, candidates should be directed to a local and reliable source of food
- in a reasonable state of repair, cleanliness and decorative order

Course providers vary in the sophistication of their premises, but it is considered important that they all meet the basic requirements necessary to ensure a reasonable standard of comfort for candidates and tutors.

J2 Health and safety

Course providers are responsible for the implementation of local health and safety regulations appropriate to the venue(s) used. Trinity's health and safety policy may be consulted on application.

J3 Under-16s

Where language students under the age of 16 are to be invited to attend teaching practice sessions, special arrangements must be made to ensure that regulations regarding the health, safety and protection of young people are respected. (See D4.3.)

J4 Resources

The course provider must ensure that they have sufficient materials from the Trinity bibliography, as detailed in 'G', above. There should be adequate space, light and furnishings for the candidates to read and research. Opening times must be made clear in the course notes to candidates. Course providers must give a clear description of the resources available to candidates, including details of appropriate publications and websites. In addition, candidates will have access to:

- photocopying facilities
- overhead projectors
- a suitable range of reference and teacher training materials, and teaching coursebooks, including a range of periodicals such as *EL Gazette*, *Modern English Teacher* (Pearson Education), English Teaching Professional (the Swan Business Centre) and the IATEFL Newsletter and Special Interest Group newsletters, or equivalent national and international publications in their own country: the *English Language Teaching Journal* (Oxford University Press) *and Language Teaching* (Cambridge University Press) provide background reading at a more advanced level, as do other advanced and specialist publications

- a suitable range of audio, video and online material and equipment
- a suitable range of realia for materials-making projects
- word processing and internet facilities.

A member of the college staff should be named as adviser on resources, preferably a member of staff who is familiar with the LTCL Diploma requirements and syllabus.

K Evaluation of course

Evaluation of course by participants

Course providers must confirm details of the measures they will take to obtain candidates' evaluation of the course and to respond appropriately to criticisms and suggestions.

Evaluation measures may include mid- and post-course questionnaires, discussions with trainers, and discussions with moderators/examiners, and must include a formal complaints procedure. Details of selected procedures should be submitted as Appendices.

L Taking other inspection and accreditation into account

Where a course provider can provide evidence of other statutory scrutiny or accreditation which makes it unnecessary to provide a detailed submission for repeat scrutiny, Trinity will take such evidence into account. Examples in the UK include, in the public sector, HEFCE or Adult Learning Inspectorate reports. In the independent sector this includes accreditation by Accreditation UK. In other countries, inspection or accreditation by the national regulatory body will likewise be taken fully into account.

It should be noted, however, that the main emphasis in LTCL Diploma TESOL validation relates to course design and implementation specifically for the LTCL Diploma TESOL, rather than to wider institutional factors. Additionally, the validation process is designed to be a creative as well as a standardising process, enabling the dissemination of best practice. It is generally found to offer new course providers insights into TESOL training and qualifications at this level as well as the confidence that they have a course which will deliver the right results for all concerned.

The Syllabus

Syllabus components

A validated course leading to the LTCL Diploma TESOL will cover at least the following mandatory learning components, grouped here by topic.

Language

Understanding of the following systems and language-related issues as commonly taught in beginner to advanced syllabuses should be developed:

- the morphology of English and its lexical organisation (including word classes, word formation, collocational relationships)
- the syntax of English (including sentence structure)
- the discourse of English (including the patterns of discourse and text structure, grammar of language in use)
- rhetorical and cultural conventions of English (including register, genre)
- the semantics of English, including a consideration of the relationship between form and function
- the grammar of English (e.g. tense, modality)
- the pragmatics of English.

Learning and teaching

Understanding of current principles and practices of language learning and teaching, and an ability to demonstrate these in the classroom should be developed.

Aspects of the historical development of TESOL approaches and methodologies:
- understanding of those currently in use and an evaluation of their suitability for particular groups of learners
- aspects of the historical development of language learning theory applied to TESOL.

The role of cultural context:
- at community, national and international level
- the ways in which experience, conventions and assumptions influence the attitudes and behaviour of learners, teachers and trainers
- learning and teaching in multicultural contexts
- issues related to monolingualism, bilingualism and multilingualism.

Assessment:
- ability to assess and test learners' knowledge of and skills in English on the basis of current assessment and testing theory and materials
- basic principles of testing and assessment of learners' proficiency at varying points in their development
- ability to assess the effectiveness of the lesson aims
- ability to assess the communication skills of learners of ESOL
- language assessment procedures (including those for mixed level groups, monolingual and multicultural classes, and individuals).

Teaching materials:
- ability to select, use, adapt, evaluate and develop language teaching materials.

The phonology of English:
- theoretical issues and their relevance to practical implementation
- the sounds of English and how they are produced, with an emphasis on rhythm, stress and intonation, and their contribution to meaning
- phonemic transcription; use of the subset of IPA symbols relevant to the description of any standard variety of English
- teaching materials for aspects of phonology
- teaching techniques for phonological development
- English as an international language
- integration of phonology with other course components.

Uses of resources and technology:

- including audiovisual, computer-assisted language learning and information and communication technology.

Aspects of classroom practice, including:

- lesson planning
- individual learner and class profiles
- aspects of classroom planning related to the recognition of the value of procedural variety in language teaching (e.g. skills-focused, use of games, songs, etc.)
- classroom management
- teaching techniques for analysing and developing communicative skills of learners of ESOL
- teaching techniques for analysing and developing language learners' needs, learning styles and strategies
- ability to build on learners' developing competence with appropriate attention to their strengths and weaknesses
- teaching techniques for analysing and developing error and achievement
- use of materials and aids
- selection and exploitation of appropriate reference materials to inform classroom practice
- an understanding of the main methods, materials and forms of assessment appropriate to young learners from Primary level upwards.

Course design including:

- relating appropriately to short- and/or long-term objectives (including the principled planning of a coherent series of lessons, e.g. examination orientated classes, classes in English for Specific Purposes, short courses, mixed attainment groups, etc.)
- syllabus and programme design as appropriate in the field of TESOL.

Psycholinguistics:

- the interface between language learning and psychology
- issues relating to motivation
- issues relating to second language acquisition theories.

Sociolinguistics:

- issues relating to the social and cultural appropriacy of language
- issues relating to dialect and accent
- issues relating to language and gender.

English as a global language:

- relevance of British Standard English and other standard and regional varieties of English: the variable status and changing roles of varieties of English to classroom teaching
- an awareness and understanding of the changing roles and status of English in different regions of the world.

Professional development

A demonstrated knowledge of the principles and procedures facilitating personal and professional development, including:

- reflection and self-monitoring with a view to personal development in the areas of classroom practice and management
- familiarity with published and, where available, online reference and other professional materials which may foster personal and professional development
- basic principles of mentoring and providing constructive support to less experienced teachers in the classroom
- basic and appropriate research methodology for classroom-based research
- basic principles of teacher education applied to TESOL (e.g. different models of teacher education such as apprenticeship model, reflective practitioner model)
- aspects of educational and general management relevant to the development of good professional relationships in the workplace
- aspects of teacher training in terms of delivering programmes at initial level of training.

The Syllabus

Overview of units

Trinity LTCL Diploma TESOL Syllabus 2005 – *Overview*				
	Section 1	Section 2	Section 3	Assessment
Unit 1 *Written paper* **(externally assessed)**	Language	Learning and teaching	Professional development	Aggregate mark 50-79 for a pass, 80% for a distinction. Section 1 must pass.
Unit 2 *Coursework portfolio* **(internally assessed and externally moderated)**	Observation instrument	Developmental record	Independent research project	Aggregate mark 50-79 for a pass, 80% for a distinction. All three sections must pass, can be retaken individually.
Unit 3 *Interview* **(externally assessed)**	Talk and discussion	Phonemic transcription	Discussion on theory and practice	Aggregate over three sections. 50-79 for a pass, 80% for a distinction.
Unit 4 *Classroom teaching* **(internally and externally assessed)**	Teaching practice (internally assessed)	Teaching practice (externally assessed)	Teaching journal (internally assessed and externally moderated)	Average of the four internal lessons (40%), the TP Journals (20%) and the external lesson (40%). 50-79% for a pass, 80% for a distinction. Each section must pass.

Unit 1

The Written Paper: Language, Teaching and Learning

1. Introduction

- There are three set dates per annum for the written papers for Unit 1, and these can be found on the website or by contacting Trinity's Head Office.
- There are three sections as outlined below.
- Candidates must pass a minimum of two sections, including Section 1: Language, to pass Unit 1 overall.
- The overall pass mark, the aggregate of three sections, is 50%, and a distinction 80%.
- The paper must be completed in three hours.
- This unit is externally assessed.

2. Sections

Section 1: Language

Candidates must pass this section which relates to the first area of the syllabus, Language, but will not include questions on phonology or phonetics. Phonological aspects of learning and teaching are covered in Unit 3, and also may be integrated as relevant to the essay questions in Sections 2 and 3 in Unit 1. Candidates are required to answer four questions out of five. These will be specifically concerned with aspects of language awareness, form, function and discourse, and how they relate to practical experience. Answers should be focused, concise, specific and relevant to the question asked, and it is acceptable to include clear note form and diagrams in the answers where appropriate. Each question will carry ten marks. The whole section carries 40% of the total marks for Unit 1.

Section 2: Learning and Teaching

This section relates to parts of the second area of the syllabus, Learning and Teaching. Aspects of phonology may be integrated, if relevant to the question asked. This section carries 30% of overall marks awarded for Unit 1.

Section 3: Professional Development

This section relates to parts of the third area of the syllabus, Professional Development. Aspects of phonology may be integrated, if relevant to the question asked. This section carries 30% of overall marks awarded for Unit 1.

3. Criteria for assessment

Section 1: Criteria for assessment (40% of overall marks)

(40 marks) Accuracy and completeness of responses to four short questions, marked as shown in the grid below. Accuracy refers to the accuracy of content in the answer. Completeness refers to the overall answer in terms of answering what is asked.

	Accuracy	Completeness	Total
Question 1	/5	/5	/10
Question 2	/5	/5	/10
Question 3	/5	/5	/10
Question 4	/5	/5	/10
Total marks for Section 1			/40

Section 2 and Section 3: Criteria for assessment (30% allocated to each section)

The examiner will decide one of three global assessment levels (Distinction, Pass, Fail) for each of the four categories shown in the chart below. The examiner will then attribute a mark to each of the global assessment levels according to the following scale:

Criteria	Weighting	Fail	Pass	Distinction
1. Discussion, analysis, evaluation, relevance and quality of information.	45%	0-40	41-64	65-81
2. Familiarity with current thinking in ELT, e.g. from background reading.	15%	0-13	14-21	22-27
3. Reference to practical application in the classroom or other appropriate workplace, and to the candidate's own teaching experience.	25%	0-22	23-35	36-45
4. Presentation: organisation into a coherent academic essay, style, lexical and grammatical command, orthography.	15%	0-13	14-21	22-27
	Combined Raw Total (CRT)	/180		
Final Mark	(100%)	CRT ÷ 6 = /30		

Marking

Half-marks in the final mark in this and other grids are not permitted. Marks of point five (.5) and above should go up to the next whole mark. Marks of point four (.4) and below should be reduced to the next whole mark. For a Pass to be awarded overall in Unit 1, a pass mark is obligatory in Section 1 and in either Section 2 or Section 3.

4. Exam preparation

There will be a choice of three questions in each of sections 2 and 3, from which one question per section must be selected. These will focus on the integration of theory and practice, and candidates should include reference to both, as appropriate, in their responses. Candidates are expected to be familiar with current thinking in ELT, through their background reading and other aspects of their continuing professional development. Although they are not expected to cite publication details or quote verbatim, they are encouraged to cite publisher and/or date of publication where possible. Course providers must ensure that candidates are aware of the assessment criteria, and note that in sections 2 and 3 the main weighting is allocated to discussion, analysis, evaluation, relevance and quality of information. Course providers are encouraged to provide opportunities to discuss and evaluate course reading throughout the course, and guided reading for input sessions and candidate-led workshops is highly recommended. Regular practice questions are encouraged, and candidates should be aware of appropriate conventions of essay questions, regarding structure, syntax, style, spelling and punctuation.

Unit 2

The Coursework Portfolio: The Teacher as Developmental, Reflective Practitioner

The portfolio is a compilation of three assignments, two of which are firmly grounded in aspects of classroom practice. The third section is an independent research project where the candidate can base their submission on research into an area of TESOL which interests them personally, and which will benefit their own future professional development and that of others.

1. Guidance notes

1.1   Each assignment is internally assessed and two of the three sections are externally moderated. The assignments are:

Section 1: The observation instrument

Section 2: The developmental record

Section 3: The independent research project

1.2   Each assignment can be re-taken separately if failed. The complete portfolio can only be marked as a pass overall when all three assignments have been awarded a pass.

1.3   Each section/assignment has its own marking criteria, and the candidates should read these carefully. The weighting *for each of the three sections* is equal, and each is marked out of 100. The whole portfolio therefore is marked out of 300 altogether, and then divided by three to provide the final mark out of 100. (Pass overall for the amalgamated marks is 50%; Distinction: 80%.)

The weighting of the criteria *within each section* is not equal. Please note that 40% of the marks for each section will be allocated to the evaluation of each assignment.

1.4   Course providers should provide appropriate guidance for Unit 2 in the form of discussion, guided reading and tutorials for all candidates, and details of this must be submitted in the validation proposal. Another tutor, i.e. one who has not been involved in guiding a particular candidate, should assess the portfolio.

1.5   A course tutor approved by Trinity validation must certify clearly in handwriting on the front of each portfolio that the work submitted is the work of the candidate. In addition a verification pro forma for the 10 hours of observation and the 15 hours of teaching practice must be attached at the front of Sections 1 and 2. See Appendices 12 and 13.

1.6.   Candidates have no choice of content in Sections 1 and 2, this is prescribed by Trinity. In Section 3, however, the candidate chooses their own area of personal interest, and the candidate's tutor acts in an advisory capacity. Although the tutor may suggest an area of research, the candidate has a free choice of research focus for this section.

1.7   All portfolios are sampled and moderated by the external examiner. Trinity allocates 30 minutes for each portfolio to be moderated.

1.8   The original assessment pro formas, as marked by the internal assessor, should be given to the examiner. The course provider is responsible for retaining a copy of all marking pro formas for internally assessed work in case of appeal by the candidate.

1.9   The examiner will have 10 minutes to discuss the internal assessment with the assessing tutor. If the internal assessor and the examiner/moderator cannot agree on the mark during the discussion phase, then the course provider is responsible for sending the complete portfolio and photocopies of the assessment pro formas to the Chief Examiner. These must be photocopied and the copy retained by the course provider. The examiner will retain the original pro formas, and return them to Trinity's Head Office.

1.10   If the examining session does not take place at the course provider's centre, but rather at the candidate's teaching centre, then it is the candidate's responsibility to have the portfolio(s) available for the external examiner at the candidate's centre, ready for moderation. The discussion on internal assessment may then take place by telephone. The assessing course tutor telephones the examiner at an arranged time to conduct the discussion. This telephone discussion and an email confirming the results must be followed up within 24 hours of the examining session. The email will be from the external examiner to the assessing tutor, confirming the name of the candidate, the centre number, date of moderation, and the section number and agreement or otherwise of internal marks awarded. The examiner must retain a copy of the email.

1.11   The candidate can be passed or failed on individual sections by the internal assessor. In the case of a failed section of the portfolio, the candidate need only re-submit the section(s) failed to the course provider to be re-assessed. These will then be moderated at the earliest possible opportunity, and not necessarily at the original course-providing centre. Trinity must be informed in writing when a further moderation is required.

1.12   Each section has an overall word count of 2,700–3,300. Appendices are not included in the word count and are not moderated by the external examiner. All work relevant to the assignment must be included in the portfolio.

1.13.   All internal assessment must take place during the course, unless there are extenuating circumstances, or by agreement with the course provider. It is the course provider's responsibility to inform the Trinity LTCL Diploma Coordinator in writing of any candidate who wishes to defer the internal assessment until after the course has finished.

1.14   If the course provider intends to charge a fee for deferred internal assessment of any section of Unit 2, or for the internal re-assessment of any section of Unit 2, then this must be clearly stated in the course documentation, and copied to the candidates at the beginning of the course.

1.15   The candidate must provide a photocopy of their portfolio work to the course provider, to be retained by the course provider for a minimum of 18 months after the end of the course.

2. The Assignments

Section 1: Observation Instrument (compulsory)

Candidates are required to complete ten hours (600 minutes) of guided purposeful observation. The assignment will be based on a minimum of six hours of the completed ten hours of observation. Course providers must ensure that the observations are verified and a pro forma is provided for this purpose (Appendix 12).

Candidates observe teachers who 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.

All observations must be live, i.e. not a video recording(s). Up to five hours of the observations may be of peers on the course, if these candidates comply with the specifications in point b) above, and are happy to be observed teaching at times when they will be undergoing their own internal assessment by course tutors.

The report on the use of the Observation Instruments is based on a minimum of six hours of the ten hours of observations.

The candidate devises an observation instrument that must be revised at least twice from its original version on the basis of experience of observations. The candidate therefore submits a minimum of three instruments in the assignment (the original instrument and at least two revisions of the instrument).

The instrument and its revised versions must relate to one theme, e.g. error correction. The assignment shows, therefore, the development of the instrument and how this affected the results of the observations, and the candidate's evaluation of the results.

The candidate must title the assignment clearly.

A rationale must be included at the beginning of the assignment.

The actual observation instruments used must be included in the main part of the assignment, and not be included with the appendices.

The overall word count for Section 1, excluding appendices, is 2,700–3,300 words. The word count must be clearly stated at the beginning of the assignment. 5% of marks will be deducted if the word count does not comply with the above.

This assignment is assessed against criteria set by Trinity (see below), and these focus on:

- the rationale for the design of the initial instrument
- the rationale for the revision process leading to at least two additional instruments covering the same initial theme
- the evaluation of the effectiveness of the final instrument, and the results produced with it
- the presentation and organisation of the assignment as described in criterion 4.

The main weighting will be on the evaluation of the instruments.

Marking criteria for Section 1: Observation Instrument

Criteria	Weighting	Fail	Pass	Distinction
1. A clear *rationale*, a statement of the initial instrument.	20%	0-19	20-31	32-40
2. *Rationale for the revision process* leading to at least two additional instruments within the same initial theme.	25%	0-24	25-39	40-50
3. *Evaluation* of the effectiveness of the final instrument, and the results produced with it.	40%	0-39	40-63	64-80
4. *Presentation*: organisation into a coherent piece of academic writing style, standard of written English and mechanical accuracy.	15%	0-14	15-23	24-30
	Combined Raw Totals (CRT)	/200		
Final Mark	(100%)	CRT ÷ 2 = /100		

Section 2: Developmental Record (compulsory)

Candidates must teach 15 hours (900 minutes) altogether during the course, and this assignment is based on a minimum of ten hours (600 minutes) of these taught classes. Candidates may base their assignment on all 15 hours if they wish. Course providers must ensure that the lessons are verified and a pro forma is provided for this purpose (Appendix 13). These classes do not count in any way towards the internal assessment of Unit 4.

Each class must normally consist of a minimum of six learners.

The candidates decide which area of their teaching they wish to develop and this should be one which they feel will benefit their own teaching, e.g. 'motivation in writing skills'. Candidates should then set themselves between one and three objectives, relating to the one overall area selected and these must be clearly described in the rationale. There should be an identifiable development over the lessons taught within the teaching area selected by the candidate.

The developmental record may be applied to one or more class types (e.g. general English, examination preparation, English for specific purposes, young learners).

The record demonstrates a reflective and evaluative approach to self-development, and its continuation in the future. The developmental record must relate to teaching undertaken within the duration of the course.

The candidate must title the assignment clearly. A rationale must be included at the beginning of the assignment, and the evaluation is best completed lesson by lesson, and should include an overall evaluative summary at the end.

The overall word count, excluding appendices, is 2,700-3,300 words. The word count must be clearly stated at the beginning of the assignment, and it is the responsibility of the internal assessor to check the word count. They will deduct 5% of marks if the word count does not comply with the above.

All 15 hours must be taught before the assignment is submitted for internal assessment, even if the submission is based on a minimum of ten of the 15 hours.

This assignment is assessed to criteria set by Trinity (see below). Please note that the criteria relate specifically to Section 2 and are different from those in Section 1. These will focus on:

• the rationale for the objectives

• the reflection on the developmental process

• evaluation, conclusions drawn and implications for future practice

• presentation and organisation of the assignment.

The main weighting will be on the evaluation of the record.

Marking criteria for Section 2: Developmental Record

Criteria	Weighting	Fail	Pass	Distinction
1. A clear *rationale*, a statement of objectives.	20%	0-19	20-31	32-40
2. *Quality and relevance* of reflection on the developmental process.	25%	0-24	25-39	40-50
3. *Evaluation* and conclusions drawn and implications for future practice.	40%	0-39	40-63	64-80
4. *Presentation*: organisation into a coherent piece of academic writing style, standard of written English and mechanical accuracy.	15%	0-14	15-23	24-30
	Combined Raw Total (CRT)	/200		
Final Mark	(100%)	CRT ÷ 2 = /100		

Section 3: Independent Research Project (compulsory)

The rationale for Section 3, the independent research project, is to allow the candidate to submit a piece of work which is based on research in an area of particular interest to the candidate personally.

The areas selected by candidates will vary widely, but should be directly related to the field of TESOL, and to the candidate's understanding of issues relating to learning, teaching, training or management before or during the course, and in future practice.

Candidates must consult their tutors to discuss and agree their chosen area of research. They may receive guidance, alternative ideas or new challenges, if the tutor feels that any one, or a combination of these, might enhance the candidates' understanding of their own development and that of their future students and peers.

Areas of research may include the following (examples only):

• syllabus design for a specific level of learner/type of course

• materials development for a specialist group

• a scheme for mentoring initially trained teachers

• a peer observation scheme for qualified teachers.

The assignment should have a particular and well-defined focus that can be meaningfully researched and written up within the constraints of time and word count.

Procedure

The candidates should:

- reflect on areas of possible research of relevance to their work that is of interest to them personally

- decide, following consultation with tutors, how best to collect the necessary data

- select the most appropriate area of research

- devise a simple research plan that will include some or all of the following:

  - gathering classroom-based data

  - reading relevant literature (published and unpublished)

  - designing a questionnaire for data collection

  - making use of other sources of information and data as appropriate

  - carrying out the research

  - writing up conclusions as appropriate

  - evaluating the planning and carrying out of the research against the initial aims.

The overall word count, and excluding appendices, is 2,700–3,300 words. The word count must be clearly stated at the beginning of the assignment. 5% of marks will be deducted if the word count does not comply with the above.

This assignment will be assessed to criteria set by Trinity (see below). Please note that the criteria relate specifically to Section 3, and are different from Sections 1 and 2. These will focus on:

- the rationale for the research focus

- the quality and relevance of data collected

- evaluation, conclusions drawn and implications for future development

- presentation and organisation of the assignment.

The main weighting will be on criterion 3.

Marking criteria for Section 3: Independent Research Project

Criteria	Weighting	Fail	Pass	Distinction
1. A clear *rationale*, a statement of the research focus.	20%	0-19	20-31	32-40
2. *Quality and relevance* of the data collected.	25%	0-24	25-39	40-50
3. *Evaluation* and conclusions drawn and implications for future practice.	40%	0-39	40-63	64-80
4. *Presentation*: organisation into a coherent piece of academic writing style, standard of written English and mechanical accuracy.	15%	0-14	15-23	24-30
	Combined Raw Total (CRT)	/200		
Final Mark	(100%)	CRT ÷ 2 = /100		

Marking

Final mark for Unit 2:

- The total number of marks for all three assignments is divided by three to produce a final mark out of 100 for Unit 2.

- A pass is awarded if each individual section is passed and the overall mark if 50-79%.

- A distinction is awarded if the overall mark is 80% or more.

Unit 3

The Interview: Phonological Theory in Classroom Practice

The interview is externally assessed, and lasts for 30 minutes. It is marked out of 100 and has three sections, as described below. The main aim of the interview is to give the candidate the opportunity to describe, illustrate and evaluate their understanding and application of phonological theory in the classroom during the course. There is an integration of theory and practice throughout the interview.

1. The Sections

Section 1: Talk by candidate (five minutes) **and discussion with examiner on the talk** (five minutes) (total ten minutes)
The title of the talk to be given by the candidate must be confirmed in writing to the Diploma TESOL Coordinator two weeks before the examining session.

Presentation materials are to be retained by the candidate.

Section 2: Phonemic transcription (five minutes)
The candidate must have been briefed by the course provider as to the expectations of the transcription, time limit and instructions for the exercise. Candidates need to:

- transcribe connected speech as heard
- mark tonic syllables to show prominence in sentence stress
- mark the intonation patterns as heard.

The examiner will produce a live, on-the-spot utterance of approximately 14-16 words of at least two phrases/sentences, each of which can be repeated when necessary in isolation. The utterance provided by the examiner should not be used twice at the same examining centre. The examiner should have available a collection of utterances, each containing at least three aspects of connected speech, including, e.g. assimilation, elision, linking, vowel reduction. There must be an emotive element in the utterance, to convey, e.g. shock, irritation, surprise. This is helpful to the candidate when they mark the intonation patterns.

This is a phonemic transcription using the symbols from the International Phonetic Alphabet (IPA) that represent the sounds of British Standard English.

The utterance may not be recorded and the examiner must be careful to reproduce the utterance in the same way each time. Below is an example of an appropriate utterance in content and length to which examiners would add their own intonation and stress patterns.

'Would you like to come round tomorrow? Yes? Good! Charlie wants to meet you too.'

Candidates should not write the utterance down before transcribing. The reason for this is that it encourages the candidate to focus on the written rather than the spoken form of the utterance.

Examiners may refer to the transcription where relevant during the remainder of the interview, but this is optional. However it is recommended as it provides a sense of continuity to the interview.

Section 3: Discussion on theory and practice of phonology (15 minutes)
A discussion, integrating theory and practice, lasting 15 minutes will conclude the interview. The examiner cannot be expected to cover all the points below, and each will select points for discussion as they think appropriate to the interview in hand. Topic areas which can be covered are as follows:

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.

Note: The examiner may use the IPA as the basis for questions, but may not use any additional materials. The examiners will not use the cardinal vowel chart during the interview, but there is no reason why course providers should not refer to this during their courses.

2. The criteria

All three sections have five criteria with equal weighting. A breakdown of each criterion follows, and the suggestions for each criterion within each section are for guidance. Alternative points within each section may arise with each individual examiner and candidate, and the professional judgement of every examiner will stand. Each of the three sections has five different criteria but each of the five has equal weighting for each section.

Section 1: criteria

- Accuracy – is the information given by the candidate accurate?
- Completeness – does the candidate finish the presentation?
- Organisation – is the content of the talk clear and presented in an organised way?
- 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.
- Communicative skills – during the talk and the discussion of the talk – this refers to self-expression, clear and intelligible spoken English.

Section 2: criteria

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

Section 3: criteria

- *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?

- *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?

- *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?

- *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?

- *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?

3. Marking scheme

The marking scheme is in direct proportion to the time allocation: e.g. the phonemic script in Section 2 lasts five minutes, a sixth of the whole interview, and this section is marked out of 50, being one-sixth of the total 300 marks.

Section 1 is out of 100

Section 2 is out of 50

Section 3 is out of 150

Combined raw total = 300

Divide by 3 = total: %

Candidates do not need to pass each section to pass this unit as a whole, but rather the aggregate of all three sections. An award of 'pass' is 50% and 'distinction' 80%.

Note: A written report should be completed only in the case of a failed candidate.

Criteria for marking during the interview

Examiners must give a mark for each of the five criteria in each section, giving a total of:

Section 1: /100

Section 2: /50

Section 3: /150

	Time	Criteria	Fail	Pass	Distinction	Total section mark
			0–9	10–15	16–20	
Section 1 Talk and discussion	10 minutes	1. Accuracy				
		2. Completeness				
		3. Organisation				
		4. Relevance to classroom experience				
		5. Communication skills				/100
			0–4	5–7	8–10	
Section 2 Phonemic Transcription	5 minutes	1. Accuracy (segmental)				
		2. Accuracy (connected speech)				
		3. Accuracy (intonation and stress)				
		4. Completeness				
		5. Presentation				/50
			0–14	15–23	24–30	
Section 3 Discussion on theory and practice of phonology (incl. Section 2)	15 minutes	1. Accuracy (theory)				
		2. Characteristics of spoken English				
		3. Aspects of Teaching				
		4. General professional development				
		5. Coherence				/150

Combined raw totals: CRT /300

Final mark: CRT ÷ 3 /100

Unit 4

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

Total marks: 100 (Pass: 50%, Distinction: 80%)

1. Overview of Unit 4

	Component	Weighting
1	Internally assessed lessons	40%
2	Externally examined lesson	40%
3	Internally assessed and externally moderated teaching journal	20%
Total		100%

In order to pass Unit 4, the candidate must pass the internally assessed teaching component, the accompanying teaching journal and the externally assessed lesson.

Trinity's approach to the assessment of teaching:

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. Course providers should make every effort to space the lessons appropriately during the course.

2. Internal Assessment

The lessons (40% weighting)

- Assessment of teaching practice is based on four observed and assessed lessons, each lasting 60 minutes.
- The internally assessed lessons are marked against the same criteria as the external lesson, and internally assessing tutors should note the procedures for the externally assessed lesson in section 3 which follow.
- Each lesson is marked out of 40, and the final mark will be the average of the four taught lessons. The candidate does not need to pass each individual lesson, but must attain 50% of the aggregate mark for the four lessons.
- Each class must consist of a minimum of eight students.
- The lessons will be internally observed and assessed by at least two tutors approved by Trinity.
- The lessons must be assessed using the Trinity criteria as set out below, and each assessed lesson must be no less than one hour (60 minutes' teaching).
- These lessons must be completed before the externally observed lesson.
- Course providers must ensure that a range of lesson types is included in Part 4 (for example, language-focused, skills-focused).
- If the candidate fails the internal lessons overall:
  - all four lessons need to be repeated at a later date, and not just the lesson(s) failed
  - the teaching journal would also need to be completed again.

The Teaching Journal (20% weighting – internally assessed)

- The teaching journal is internally assessed.
- It carries 20% of the overall weighting for Unit 4.

- The teaching journal must be passed in order for Unit 4 to be passed, i.e. receive a minimum of ten marks.
- It is assessed using the Trinity criteria.
- The journal is moderated by the external examiner, and must be given to the examiner immediately after the externally assessed lesson. Examiners should not look at the journal before the externally assessed lesson, even if they are given the journal earlier in the day.

The candidate must have completed an entry for each of the lessons, observed and internally assessed, comprising:

- the lesson plan and accompanying documentation, e.g rationale and learner profiles
- tutor's assessment sheet, with relevant comments in the comments box – this should be placed at the front of the journal
- a history of the learning group(s), with brief but relevant individual learner profiles
- a rationale of the lesson including an indication of its fit within a larger cycle of instruction
- a self-evaluation of the lesson (see below for criteria for assessment of teaching journal)
- copies of any teaching materials used, where feasible, or references to them.

The teaching journal is assessed on the basis of:
- the written self-evaluations
- the completeness and organisation.

Discussion of journal with course tutor:
- The internal assessment is discussed with the Course Director or the assessing tutor for ten minutes at the end of the examining session.
- If the examiner is at the candidate's workplace, and the Course Director/tutor cannot be present, then the ten minute discussion will take place at an arranged time by telephone.
- It is the responsibility of the internal assessor(s):
  - to make the teaching journal available to the examiner at the teaching venue
  - to telephone the examiner at an arranged time within 24 hours of moderating the journal.
- The examiner must confirm the telephone call by email, with the tutor who participated in the discussion on internal assessment, within 24 hours of the telephone discussion, to confirm:
  - date and time of the discussion
  - the name of the candidate
  - the centre number
  - the result of the moderation.

This email must be printed out and retained by the examiner with other assessment papers for six months after the examining session.

3. External assessment

Overview of the externally assessed lesson (40% weighting)

Stage	Procedure	Timing
1. The Lesson Plan	• The examiner reads the plan.	10 minutes
2. Pre-lesson discussion	• The candidate discusses the lesson plan with the examiner. • The examiner completes pro forma U4-A.	10 minutes
3. Lesson observation	• The examiner observes the lesson. • The examiner completes pro forma U4-B.	60 minutes
4. Moderating the Teaching Journal (candidate reflects on lesson taught)	• The candidate reflects quietly and independently on the lesson. • The examiner reflects on the lesson and prepares for the post-lesson discussion. • The examiner moderates the teaching journal, and comments as necessary on pro forma U4-E.	20 minutes
5. Self-awareness and reflection	• The candidate evaluates the lesson with the examiner. • The examiner completes pro forma U4-C. • The examiner also completes pro forma called 'Combined assessment', coded U4-D.	20 minutes
6. Discussion with internal assessor (Teaching Journal)	• The examiner discusses the moderated Teaching Journal with the internal assessor.	10 minutes
Total examiner time	Altogether the externally assessed component of Unit 4 is 130 minutes.	

The lesson plan (20 minutes)

The plan document should be set out clearly and with appropriate detail, to include:

• rationale for the lesson aims and tasks chosen

• learner profiles

• the teaching aims and learner outcomes of the lesson

• sub-aims

• anticipated strengths and difficulties of the learners

• procedures

• classroom management

• timing

• materials and attribution of any photocopied materials

• an indication of how it is related to previous lessons, and subsequent lessons if applicable.

A copy of the teacher's lesson plan document should be made available to the external examiner at least 20 minutes before the lesson begins.

This scrutinising of the documentation and discussion ensure that the examiner can move on to the lesson itself in an appropriately informed and focused manner. The plan should be marked before the lesson to ensure that the assessment is based on the presentation, content and discussion only. The evaluation of the aims as set out in the plan will be assessed in the post-lesson discussion, as this will give the candidate the opportunity to justify why, for example, the aims were not achieved, or the timing was very different to the written plan, if these were to be the case.

Observation of lesson (60 minutes)

- The class must consist of at least eight learners.

- A single lesson of one hour (60 minutes' teaching) will be externally observed and assessed.

- The class should normally be one the candidate is familiar with at the time of the examination. They should ideally be regular members of that class if at all possible.

- The lesson should relate to previous and subsequent lessons, and should be predominantly oral.

- At the end of the lesson the candidate's teaching journal should be handed to the examiner.

- A written report should be completed by the examiner only in the case of a failed candidate.

Post-lesson reflection (20 minutes)

- In this phase the candidate has 20 minutes of reflection in which to identify and account for the successful and less successful aspects of the lesson just given.

- During this reflection period the examiner moderates the teaching journal and completes the appropriate pro forma. In addition the examiner reflects on the points to be covered in the post-lesson evaluation.

- The examiner discusses the internal assessment with the internal tutor at a later point in the day. This lasts for ten minutes.

Post-lesson evaluation (20 minutes)

- Candidates are expected to identify in an honest and open way those parts of the lesson that appeared to be successful and those parts that were less so, and to make constructive suggestions for improvement.

- The teaching aims and learner outcomes, and how they related to those proposed in the written plan, will be discussed. If these were not achieved as set out in the lesson plan, there may be very good reason for this. The candidate will have the opportunity to justify any deviation from the written plan, and any adjustments to the aims set, as they related to learners during the lesson.

- Any other deviation from the written plan will be discussed and justified by the candidate, e.g. tasks selected and not used, timing of sections of the lesson.

- They should also be prepared to discuss other helpful learning activities, which may or may not have been suitable in the particular lesson given.

- Candidates should use this phase for self-evaluation and for reflection on the broader issues of teaching English to speakers of other languages.

- For standardisation purposes across all candidates, these last three components (1 hour 40 minutes) cannot be split (the lesson, post-lesson reflection and post-lesson evaluation). That must remain a 'block' in the examining timetable, which is submitted to the Diploma TESOL Coordinator.

- If the candidate fails the external lesson, then this can be repeated at a later date without repeating the internally assessed lessons, if these were passed.

4. Assessment

Assessment pro formas

These pro formas will be available online, in the *Assessment Handbook 2005*, and on a disk in Word format. These will be clearly identified on the code at the top of the pro forma.

Pro formas for Part 4	Description
U4–A	Assessing the lesson plan
U4–B	Assessing the classroom teaching
U4–C	Assessing the self-awareness and reflection
U4–D	The combined assessment
U4–E	The Teaching Journal assessment pro forma
U4–F	The written report (for fail candidates only)
U4–G	Anomalous class pro forma

- Pro formas U4 A–E must be returned to Trinity by the examiner and U4–F and U4–G only as necessary.
- The examiner must retain any rough notes/continuation sheets for six months.
- The overall mark sheet, sent by the Diploma TESOL Coordinator to every examiner to complete at the end of the examining session for the Unit(s) assessed and moderated, must be completed for Units 2, 3 and 4. The examiner must retain the pink copy of the marksheet in case the original is lost in the post.
- A written report, (U4–F), must be completed only in the case of a failed candidate.
- All 'fail' assessment pro formas must be photocopied, together with the overall marksheet, before committing to the postal system.

Marking

Four lessons – internally assessed (60 minutes each)
One lesson – externally assessed (60 minutes)

All five lessons are marked according to the marking grid below, and using the assessment pro formas which follow in section 5.

Stage	Weighting	Fail	Pass	Distinction
Planning	25%	0-29	S: 30-35 G: 36-41 VG: 42-47	48-60
The lesson	50%	0-59	S: 60-71 G: 72-83 VG: 84-95	96-120
Self-awareness and reflection	25%	0-29	S: 30-35 G: 36-41 VG: 42-47	48-60
	Combined Raw Total (CRT)		/240	
Final Mark	(100%)		CRT ÷ 6 = /40	

N.B. S = Satisfactory   G = Good   VG = Very Good

5. Criteria for marking

Lesson Planning

Examiners mark the plan as seen in written form, and as discussed orally, and not as seen 'in action'.

The assessor/examiner will tick the appropriate column for each sub-category before arriving at a global mark on the grid above. The plan should be marked *before* the lesson.

Weighting	Fail	Pass	Distinction	Mark
25%	0-29	S: 30-35 G: 36-41 VG: 42-47	48-60	/60

Pass: The candidate has shown evidence of relevant attention to the learners' needs and styles. Perceptive comment has been provided generally. Presentation is careful and clear. Overall appropriate and thoughtful.

Distinction: The candidate's plan is excellent in most areas. It is detailed, very perceptive and conveys strong awareness of the learners' needs and styles. Comments are generally relevant, analytical and incisive.

Category	Fail	Pass	Distinction	Did not submit	Comments by assessor/examiner
Aims/sub-aims and learning objectives: achievable and appropriate					
Learner profiles: focused and helpful					
Anticipation/in-built flexibility: perceptive					
Staging, cohesion and classroom management: clear and detailed					
Timing: sensible and realistic					
Task/activity selection: well-pitched and tasks match intended aims					
Materials and resources: motivating and appropriate to tasks					
Timetable/programme fit: appropriate and cohesive					
Rationale for choice of content: clearly defined					
Proposed attention to learning styles: relate to learner profiles					
Presentation of document: clear and organised					
Discussion with candidate: clarity of aims and procedures in relation to learners' needs					

Supporting comments (all fail marks must be explained)

Unit 4
The Syllabus

The lesson

Please place one tick for each bullet point in either the fail, pass or distinction column.

Weighting	Fail	Pass	Distinction	Mark
50%	0–59	S: 60–71 G: 72–83 VG: 84–95	96–120	/120

Category	Fail	Pass	Distinction	Comments by assessor/examiner
1. Professional presence • The candidate succeeds in creating a positive and motivating learning environment. • The relationship with the group and individuals is professional and encouraging. • Non-verbal communication is effective in conveying meaning to the learners. • Clear voice projection enhances teacher talk and listener confidence. • Teacher talking time is appropriate. • Empathy with the learners' difficulties and learning styles is evident. • The candidate is assertive when appropriate.				
2. Language awareness • The candidate's language awareness and knowledge of target language are appropriate to intended aims. • An ability to convey language concept effectively is evident. • The candidate checks concepts and shows evidence of evaluation of learning. • Phonological aspects are integrated with language teaching and learning. • Tasks are appropriate to linguistic aims. • The candidate responds effectively to linguistic difficulties. • The learners' strengths in language awareness are acknowledged. • Effective error awareness and feedback are encouraged.				
3. Classroom management • Sensitive management of learners' needs is demonstrated. • The candidate succeeds in implementing tasks and activities through clear instructions. • Student interaction patterns are effective and appropriate. • Reflection and evaluation of main learning aims are encouraged. • Effective eliciting is demonstrated. • Awareness-raising and noticing techniques are relevant and effective. • Pace and timing are appropriate to the task in hand. • Space and time for note-taking, questions, peer support and effective monitoring are given. • Teaching aids and materials are used effectively and are appropriate to the level and task type. • Materials are imaginative, motivating and focus on varying learner styles.				

Lesson evaluation

Self-awareness & reflection.

Weighting	Fail	Pass	Distinction	Mark
25%	0-29	S: 30-35 G: 36-41 VG: 42-47	48-60	/60

Category	Fail	Pass	Distinction	Comments by assessor/examiner
Achievement of aims and learner outcomes as stated in the lesson plan				
Justification of any changes to written plan				
Evaluation of learners' achievement of lesson aims				
Evaluation of contribution of tasks, aids and materials to learners' achievement				
Evaluation of flexibility and appropriateness of response to learners' needs				
Awareness of alternatives to methods demonstrated				
Understanding of own practice in general				
Candidate's awareness of varying cultures within the group				
Awareness of learner styles and strategies				
Evaluation of own development over five lessons				

Supporting comments (all fail marks must be explained)

The Teaching Journal

Each criterion has equal weighting.

Description	Fail	Pass	Distinction	Comments (tutor)	Comments (examiner)
Written self-evaluation	0–9	10–15	16–20		
1. Ability to analyse and evaluate the overall effectiveness of the lesson					/20
2. Ability to analyse the learners' response to the lesson taught					/20
3. Ability to analyse and evaluate own awareness of learners' needs					/20
4. Ability to analyse and evaluate own awareness of cultural relations in the group and how this affects teaching and learning					/20
5. Ability to produce proposals for alternative strategies and future development					/20
Presentation of journal	0–9	10–15	16–20		
1. Completeness and organisation					/20
Raw totals by column					
Combined Raw Total (CRT)	/120				
Final mark	CRT ÷ 6 = /20				

Supporting comments (all fail marks must be explained)

Combined internally and externally assessed marks

	Length of lesson (60 mins)	Mark	Comments (internal assessors)
Internally assessed lesson number 1		/40	
Internally assessed lesson number 2		/40	
Internally assessed lesson number 3		/40	
Internally assessed lesson number 4		/40	

Add the marks received for the four lessons (out of 160 altogether) and then divide by 4 to achieve a total out of 40.

Internally assessed lessons (average)	/40
Externally assessed lesson	/40
Teaching practice journal	/20
Total marks	/100

Bibliography

Trinity College London does not prescribe specific books. The list given below is a selection of the types of books that candidates will need to read. Candidates should be aware of recent developments and current thinking in the following topic areas. This bibliography is updated from time to time on the Trinity website and we welcome recommendations from course providers.

Candidates should also remember that, by its nature, a bibliography cannot always be kept up-to-date, and so they are advised to consult their course providers for ideas on supplementary and new sources, professional journals, e.g. the *English Language Teaching Journal* and appropriate websites.

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White, R., **Martin, M.**, **Stimson, M.** and **Hodge, R.** *Management in English Language Teaching*.
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Various publishers include a helpful range of 'handbooks' for teachers and trainers with specific areas of interest and target audience, and these are worth consulting. For example:

Cambridge Handbooks for Language Teachers (series Ed: Penny Ur).

Oxford Handbooks for Language Teachers.

Various publications include advice on websites which are a particularly helpful resource for teachers: for example, the websites listed regularly in ELTJ.

Bibliography

Professional Journals

Professional journals such as those listed below offer views on a variety of current issues in TESOL.

English Teaching Professional
Modern English Publishing
32–34 Great Peter Street,
London SW1P 2DB, UK
T +44 (0)20 7799 6060
F +44 (0)20 7222 1551
E subscribe@modernenglishpublishing.com
www.modernenglishpublishing.com

Modern English Teacher
Modern English Publishing
32–34 Great Peter Street,
London SW1P 2DB, UK
T +44 (0)20 7799 6060
F +44 (0)20 7222 1551
E info@modernenglishpublishing.com
www.onlinemet.com

The Teacher Trainer
Pilgrims House, Orchard Street,
Canterbury, Kent CT2 8BP, UK
E trainer@pilgrims.co.uk
www.pilgrims.co.uk

English Language Teaching Journal
Journals Customer Service Department,
OUP, Great Clarendon Street, Oxford OX2 6DP, UK
T +44 (0)1865 353907
F +44 (0)1865 353485
E jnl.orders@oup.co.uk
http://eltj.oxfordjournals.org/
CD-ROM available with 500 articles

IATEFL Issues
Darwin College, University of Kent
Canterbury CT2 7NX, UK
T +44 (0)1227 824430
F +44 (0)1227 824431
E generalenquiries@iatefl.org
www.iatefl.org

TESOL Quarterly
TESOL Publications, PO Box 753, Waldorf,
Maryland, 20604-0753, USA
T 301 638 4427/4428
F 301 843 0159
E tesolpubs@tascol.com
www.tesol.org

IATEFL Special Interest Group Newsletters
Darwin College, University of Kent
Canterbury CT2 7NX, UK
T +44 (0)1227 824430
F +44 (0)1227 824431
E generalenquiries@iatefl.org
www.iatefl.org

Appendices overleaf

TRINITY
COLLEGE LONDON

Organisation Fact File: In confidence to Trinity

LTCL Diploma TESOL

Trinity use only: Centre No. ....

This form (in three parts) must be completed by the course provider and sent to the Chief Examiner, LTCL Diploma TESOL, at Trinity's Head Office prior to a full proposal being completed. Trinity will confirm in writing whether the course provider should continue with a proposal. This confirmation does not constitute a guarantee of eventual validation.

Part 1: Contact details

Name of organisation: ....

Full address: ....

....

....

Main academic contact for Trinity: Title: .... Name: ....

Telephone: ....

Fax: ....

email: ....

website: ....

Main administrative contact for Trinity: Title: .... Name: ....

Telephone: ....

Fax: ....

email: ....

website: ....

Main contact on financial matters for Trinity: Title: .... Name: ....

Telephone: ....

Fax: ....

email: ....

website: ....

Status of organisation (e.g. independent sector, state sector, further or higher education, university-based)

....

Part 2: About your English language students and teachers in training (if any)

Please indicate:

2.1   The approximate number of language students you take each year in each of the following categories:

a. beginner .... b. intermediate .... c. advanced ....

2.2   The average number of weeks taken by each student: ....

2.3   The approximate ratio of adult to young learners (under 16s): ....

2.4   Their area(s) of language learning: ....
(e.g. general English, English for specific/academic purposes)

2.5   The approximate range of nationalities: ....

2.6   The approximate ratio of EFL to ESL or ESOL learners if relevant: ....

2.7   The approximate number of trainee teachers or teachers trained annually and the level of the course (if any):

a. introductory .... b. initial .... c. diploma ....

d. other (including in-service); please indicate which: ....

2.8   Towards which qualification(s), if any? ....

2.9   The approximate number of trainee teachers having English as:

a. first language......................... b. second language .... c. foreign language ....

Part 3: About your organisation

Please provide a short description of the course-providing organisation with its main features:

3.1   Who is responsible for overall management if in the state sector?

....

3.2   Who owns and who manages if in the independent sector?

....

3.3   Is it one of a chain of independent sector schools or colleges?

....

3.4   Is it a member of a consortium: if so, which?

....

3.5   Current membership of associations or schemes and year of joining:

(*Please tick where relevant and write date*)

- Accreditation UK   ☐ ....
- English UK (formerly ARELS and BASELT)   ☐ ....
- European Association of Quality Language Services (EAQUALS)   ☐ ....
- International Association of Teachers of English
  as a Foreign Language (IATEFL) (i.e. associate membership)   ☐ ....
- Comparable associations or schemes in and outside the UK (*if so, please state which, year of joining, and whether the association or scheme operates an inspection process of any kind*)

☐ ....

....

....

3.6   Date of establishment of organisation: ....

3.7   Date of establishment of English language courses, if any: ....

3.8   Date of establishment of teacher training courses, if any: ....

3.9   What documentation you could provide to confirm these dates if required:

....

3.10 Approximate number of English language teachers employed annually:

full-time: ....   part-time: ....

3.11 Number of sites on which EFL/ESOL activities are carried out: ....

3.12 Statement to indicate course provider's equal opportunities policy in relation to gender and sexual orientation, ethnicity, religion and beliefs.

....

....

....

TRINITY
COLLEGE LONDON

Provision for applicants with special needs

1. Course providers are required as part of their proposal for validation to indicate what provision is made for applicants with special needs if they are accepted on the course. It is Trinity's policy to provide every reasonable opportunity for teacher training to applicants who are disabled or who have special needs, while anticipating the expectations of their students once trainees are qualified and have gained a teaching post. Course providers in the UK should consult, among other information sources, the Disability Discrimination Act 1995 or later. All course providers should also consult their own school or college policy in this area. If unsure, course providers should consult Trinity who will direct them to the appropriate specialist body for the individual concerned.

2. Allowances for candidates' disability or special needs will be made only in the conduct of an assessment, where appropriate.

3. Applicants with disabilities or special needs should normally be encouraged not to apply for places on short intensive courses, especially if extra time is required to complete assignments.

4. Before applicants are accepted on an LTCL Diploma TESOL course, the course provider should discuss with them the nature of their disability or special needs, including mobility difficulties such as the need for wheelchair access. They should discuss the means by which the course provider and the candidates would be able to work together in such a way that the candidates could follow the course and have the opportunity to complete the required assignments (including teaching practice) to the necessary standard. In making disability and special needs provision, course providers must bear in mind the usual requirements of both language learners and the teaching organisations that employ teachers of English. Details of what provision is to be made should be communicated to Trinity before the applicants are accepted on the course, and specialist advice from the appropriate body may be required.

5. Applicants who are disabled or who have special needs (including those registered blind, partially sighted, deaf or hearing-impaired, or those with other disabilities) must demonstrate that they can handle, supplement or provide effective substitutes for the usual range of language teaching equipment in the classroom, such as board, audio and video equipment. All candidates must be able to identify individual learners and correct their spoken and written work on the spot. Special disability allowances are available for certain cases to cover some assistive technology and specially trained staff, and advice on these may be requested from Trinity as appropriate for each individual.

6. If applicants wish course providers to take into account a condition such as dyslexia or difficulties with reading or writing skills, they (the applicants) must supply a report from an educational psychologist (a chartered educational psychologist, a full or affiliate member of the Association of Educational Psychologists or a person employed by a local education authority as an education psychologist). Reports from psychologists of other disciplines (e.g. clinical) or non-psychologists are not accepted.

7. There are many different manifestations of dyslexia and it does not necessarily affect only reading and writing skills. It can also affect short-term memory, spatial awareness and labelling skills. Many dyslexic candidates will have developed or will be able to develop strategies to cope with their dyslexia, and it need not necessarily be a barrier to full participation in a course.

8. Any requests for special needs provision for the examinations should be made in a letter written and signed by the candidate and supported with appropriate medical documentation. The letter must be addressed to the Chief Examiner, LTCL Diploma TESOL, and must be sent with the candidate's entry form and reach Trinity six weeks before the examination date. Candidates should check with Trinity that any such letters have been received. Extra time for examinations and assessed components, where necessary, should be agreed between individual candidates, course providers and Trinity, according to the nature of the disability or special needs.

9. Course providers must inform the Chief Examiner at Trinity of any candidates known to have special needs, and before the candidate has been accepted for a course.

10. Further advice on applicants with special needs is available from Trinity on request.

TRINITY
COLLEGE LONDON

Application for full validation

LTCL Diploma TESOL

This form may be submitted via the Trinity website, where further copies can also be downloaded.

Applications on paper must be submitted in duplicate.

Supporting documentation may be attached in electronic form or mailed separately, clearly cross-referenced to the relevant section of the application.

All pages should be numbered.

To: Chief Examiner, LTCL Diploma TESOL, Trinity College London

From: Name: ....

       Designation: ....

       Organisation: ....

This is an application for full validation to offer courses leading to the LTCL Diploma TESOL.

I have read and fully understand the LTCL Diploma TESOL syllabus and validation requirements.

I agree, on behalf of my organisation, to accept the decision of Trinity to grant, withhold or defer validation provided the validation process has been conducted in accordance with the published procedures.

....
(Signature)

Please use a separate sheet to support your application using the following headings:

- A   Aims of the course
- B   Objectives of the course
- C   Environment and proposed target group
- D   Entry requirements and selection procedures
- E   Proposed course dates, length, frequency and class size
- F   Course structure and components (including modes of delivery and timetabling)
- G   Course bibliography (including any proposed pre-course reading/recommended purchases)
- H   Assessment
- I   Course management and tutoring staff (including curricula vitae of Course Director(s) and tutors, including date and provenance of academic and teaching qualifications, and details of teaching and training experience)
- J   Premises and resources
- K   Evaluation of course by participants
- L   Taking other inspection and accreditation into account

Appeals and complaints procedure for LTCL Diploma TESOL candidates

1. Procedure for appeals by candidates

1.1 Grounds for appeal

a. Appeals will not be accepted which question the marks awarded per se. Trinity considers appeals only against overall awards of fail, but not against overall grades or marks where the candidate is deemed to have passed the examination(s) in question.

b. Trinity considers appeals against overall awards of fail where candidates provide information or evidence to indicate that courses were possibly not delivered in line with the course providers' publicity and course information and/or Trinity's validation requirements and that therefore they were deprived of appropriate training and/or an appropriate assessment procedure.

c. An appeal may relate to inappropriate examining practice or behaviour. The following are examples of such behaviour:
   - where there are claims of irregular procedure on the part of the examiner – for instance, questions outside the limits of the syllabus which have affected the assessment
   - a mis-match between the numerical marks awarded for items and/or the percentage total.

d. In handling appeals against fail, Trinity re-marks assignments or teaching practice where appropriate. Trinity obtains information from the appellant, the course provider and the external examiner in order to reach a judgement as to whether the course has been appropriately delivered and the assessment system fairly implemented.

e. Trinity does not enter into disputes between candidates and course providers relating to payment or refund of fees or other charges, or financial compensation for delivery of services.

f. If an appeal is accompanied by a written or verbal proposal of legal action, then Trinity does not pursue the normal appeals procedure but refers the matter to its solicitors.

1.2 First level of appeal

a. There is no charge to candidates wishing to appeal at first level. Candidates wishing to appeal against an overall fail mark must write to the Chief Examiner, LTCL Diploma TESOL, at Trinity's Head Office setting out the following clearly and on numbered pages:
   - the grounds for appeal which must be consistent with section 1.1 above
   - the range of grades or marks that they believe they have been awarded for individual assignments including teaching practice; these will include all internal and external assessments
   - any other relevant evidence, including any assignments that they have failed where the course provider's grades, marks or written comments are included
   - a note of the date when their fail was confirmed, and for exactly which section of which unit, and by whom, and in what mode, e.g. meeting, telephone, letter, email, etc.
   - written confirmation that their letter of appeal may be shown to the course provider and the examiner for an investigation to take place.

b. The letter must be postmarked or fax dated not later than 14 days after candidates have received official confirmation from the course provider or from Trinity that they have failed. Appeals are not accepted by email.

c. It must be noted that the examiner, following consultation with the course provider, makes recommendations as to whether candidates have passed or failed the units or parts of units that are internally assessed and externally moderated, and those which are externally assessed only. Trinity makes the final award with regard to each individual unit and the overall qualification.

d. On receipt of an appeal, Trinity normally acknowledges the appeal in writing within seven days of its receipt. If the appeal is under the terms of appeal procedures, Trinity forwards the relevant material to the course provider and course examiner with a view to investigating the grounds for appeal. If the

appeal is not accepted as being consistent with Trinity's terms of appeal, the Chief Examiner writes to the appellant to explain the reasons for this decision. Rejection of the appeal terminates the first level appeal procedure but does not remove the appellant's right to pursue a higher level appeal.

e. The Chief Examiner reaches a decision after receiving the comments of the course provider and course examiner and replies to the appellant as appropriate. The target time for resolving appeals at first level is 28 days maximum from the date of receipt, depending on the completeness of information from the appellant and on the availability of relevant course tutors and examiner to comment, and on that of the Chief Examiner.

1.3 Second level appeal

a. Appellants whose appeal at first level is not granted and who are not satisfied with the decision of the Chief Examiner may, if they wish, proceed to a second level of appeal to the Director of Language Examinations. Appellants must write directly to the Director of Language Examinations giving their grounds for their continuance of the appeal procedure and their written permission for their second appeal letter to be copied to the course provider and examiner.

b. The letter must be postmarked or fax dated not later than 14 days after the date of the letter from the Chief Examiner confirming that their first level appeal is not granted. Second level appeals are not accepted by email.

c. Appellants must enclose a fee of £25.00 (twenty-five pounds) made payable to Trinity College London with a second level appeal. If writing from outside the UK this must be drawn in pounds sterling on a UK clearing bank.

d. If the appeal is accepted under the terms of appeal procedures, the Director normally acknowledges the appeal in writing within seven days of its receipt, copies the second level appeal letter to the Chief Examiner for information and forwards the relevant material to the course provider and course moderator with a view to investigating the grounds for appeal. This material includes the original appeal documentation and any additional documentation received.

e. The Director reaches a decision after receiving the comments of the course provider and examiner and replies to the appellant as appropriate. The target time for resolving appeals at second level is 28 days maximum from the date of receipt, depending on the completeness of information from the appellant and on the availability of relevant course tutors and course examiner to comment, and also on that of the Director.

f. If the second level appeal is upheld, the fee of £25.00 is returned to the appellant, but not otherwise.

1.4 Third level appeal

a. Appellants whose appeal at second level is not granted and who are not satisfied with the decision of the Director of Language Examinations may, if they wish, proceed to a third level of appeal to the Chief Executive. Appellants must write directly to the Chief Executive giving grounds for their continuance of the appeal procedure and their written permission for their third appeal letter to be copied to the course provider and examiner.

b. The letter must be postmarked or fax dated not later than 14 days after the date of the letter from the Director of Language Examinations confirming that their second level appeal is not granted. Third level appeals are not accepted by email.

c. Appellants must enclose a fee of £50.00 (fifty pounds) made payable to Trinity College London with a third level appeal. If writing from outside the UK this must be drawn in pounds sterling on a UK clearing bank.

d. If the appeal is accepted under the terms of appeal procedures, the Chief Executive normally acknowledges the appeal in writing within seven days of its receipt, copies the third level appeal letter to the Director of Language Examinations and Chief Examiner for information and may forward the relevant material to the course provider and course examiner with a view to investigating the grounds for appeal. This material includes the original appeal documentation and any additional documentation received.

e. The Chief Executive reaches a decision in association with an independent member of the ESOL and TESOL Review Board after receiving the comments of the course provider and examiner and replies to the appellant as appropriate. The target time for resolving appeals at third level is 28 days maximum from the date of receipt, depending on the completeness of information from the appellant and on the availability of relevant course tutors and course examiner to comment, and also on that of the Chief

Executive and independent assessor.

f. If the third level appeal is upheld, the total fee for second and third level appeals of £75.00 is returned to the appellant, but not otherwise.

g. The decision reached by the Chief Executive is final.

1.5 Possible outcomes of appeal where granted

In the event of an appeal against fail being granted, it is possible for Trinity to take any of the following actions:

a. require course providers to re-assess a specific internal assessment in Unit 2 or Unit 4 and give their written comments as to the reason for the final grade or mark, which may, but need not necessarily, differ from the original grade or mark

b. require examiners to re-assess, re-moderate or re-examine, as required, the externally assessed marks for Unit 1, Unit 2, Unit 3 and Unit 4

c. require course providers to give candidates a further opportunity to repeat one or more assignments including all or part of teaching practice, and with appropriate support and input from the course provider, at the course providers' whole or part expense, and including the Trinity fees

d. require course providers to make changes to their course design or delivery, or to their procedures for internal assessment for Units 2 and 4, against a specific deadline in order to retain validation by Trinity

e. require course providers to give candidates a further opportunity to repeat the entire course, or parts of the course, and all/some assignments at the course providers' whole or part expense.

Trinity does not reimburse candidates with all or part of their training fees or moderation fees.

In the event of a first or second level appeal not being granted, Trinity reminds appellants that they have the possibility of proceeding to a second or third level appeal respectively.

2. Procedure for complaints by candidates

2.1 Grounds for complaint

a. Trinity will consider serious complaints by candidates who have in fact met all course requirements and been awarded an LTCL Diploma, as well as by those who have failed, if they can demonstrate that courses were not delivered in line with the course providers' publicity and course information and/or Trinity's validation requirements and that therefore they were deprived of appropriate training. Please note the outcome of complaints where substantiated under section 2.3.

b. It must be noted that Trinity does not enter into disputes between candidates and course providers relating to payment or refund of fees or other charges, or financial compensation for inadequate delivery of services.

2.2 Complaints procedure

a. Candidates must write to the Chief Examiner at Trinity's Head Office setting out the precise reasons for their complaint and include any relevant evidence, together with written confirmation that their letter of complaint may be shown to the course provider and the examiner for an investigation to take place.

b. If the complaint is accepted as a complaint under the terms of the complaints procedure, Trinity normally acknowledges the complaint in writing within seven days of its receipt and forwards the relevant material to the course provider and course examiner with a view to investigating the grounds for complaint.

c. Trinity reaches a decision after receiving the comments of the course provider and replies to the appellant as appropriate. The target time for deciding the outcome of complaints is 28 days maximum from the date of receipt, depending on the completeness of information from the complainant and on the availability of relevant course tutors to comment, and on that of the Chief Examiner at Trinity.

2.3 Possible outcomes of complaint where substantiated

a. It must be noted that if the complaint is found to be substantiated, Trinity may require the course provider to make changes to their course design or delivery against a specific deadline in order to retain validation by Trinity.

b. Trinity does not reimburse candidates with all or part of their training fees or moderation fees.

TRINITY
COLLEGE LONDON

Guidance for Centres on all four units

The Centre Representatives

Each centre will have one nominated person, or two nominated persons, to oversee the examination procedures. The Diploma TESOL Coordinator should be informed of the names of these persons, and of any changes to the names originally submitted. Where the examination centre is also an LTCL Diploma TESOL course provider, this may be the Course Director, or a nominated member of the tutoring team. The Centre Representative must be available during the week prior to examination, on the days of the examinations, and the week following the examinations.

The Centre Representative has the following responsibilities:

1. ensuring safe receipt of entry fees for examination before acceptance of entries

2. processing of candidates' applications on Trinity application forms, and subsequent forwarding of these applications to Trinity College London, in line with published closing dates, fees and surcharges

3. checking of details on Trinity application forms to ensure candidates fulfil the entry requirements according to Appendix 10

4. confirmation of identity of candidates by means of appointment slips and supporting identification documents, such as passports, ID cards etc.

5. liaison with the Diploma TESOL Coordinator regarding safe delivery and secure storage of examination papers for Unit 1 examination (see notes on storage and despatch in this document)

6. appointment of suitable invigilators for the Unit 1 examination (see notes on invigilators in this document)

7. arrangement of suitable examination facilities (see notes on facilities in this document)

8. attendance at the examination sessions to oversee the smooth operation of each session

9. liaison with the Diploma TESOL Coordinator regarding timetabling arrangements and suitable local accommodation for examiners where necessary, for examination sessions Units 2, 3 and 4

10. liaison with examiners prior to the examination sessions to ensure that correct information is given to the examiners about the venue, timetabling and relevant local information (e.g. transport and banking facilities); Units 2, 3 and 4 (see notes on provision for examiners in this document)

11. liaison with examiners during the examination sessions to ensure that examiners have access to facilities within the centre (e.g. refreshment and comfort facilities); Units 2, 3 and 4 (see notes on provision for examiners in this document)

12. providing a suitable replacement who has been fully informed of procedures, if the Centre Representative is unable to attend any examination session; the Diploma TESOL Coordinator at Trinity must be informed of such changes

13. prompt distribution of Diploma certificates to successful candidates on receipt of these from Trinity

14. consideration of Trinity's best interests at all times to ensure that relations with the public remain positive and consistent with Trinity's corporate image and policy.

Examination dates

1. Trinity will publish examination dates for written sessions, Unit 1, each year in the spring of the preceding year. These dates are available on application from the Diploma TESOL Coordinator and from the Examinations Manager at Trinity, or from the Trinity website www.trinitycollege.com

2. Examination of Unit 1 can only take place at a Trinity approved examination centre, which may or may not be a Trinity validated course provider. Approval for an examination centre must be made in advance in writing to the Diploma TESOL Coordinator no later than the requisite closing date for exam entries.

3. The course must be completed before any of the four units can be taken. Moderation of candidates' portfolios (Unit 2), the interview (Unit 3) and practical examination and moderation (Unit 4) will normally be undertaken at the conclusion of each course. If candidates wish to defer their examinations to a later examining session, due to extenuating circumstances, then this request must be sent in writing to the Diploma TESOL Coordinator. Individual cases will be approved, or not, by the Chief Examiner. In such cases the candidate may have to pay an additional fee, and course providers may obtain advice on fees from the Examinations Manager.

4. At the commencement of each course the centre must notify Trinity of the proposed examination week and approximate number of candidates for Units 2, 3 and 4. Trinity requires confirmation of actual dates and numbers for Units 2, 3 and 4 no fewer than six weeks in advance. Trinity further requires that all application forms and fees are transferred to Trinity no less than six weeks before these sessions.

Minimum fee

The minimum fee required for a centre to hold an examination session is equivalent to three candidates' entry fees of Units 2, 3 and 4 combined.

Candidates with special needs

Candidates with special tuition or assessment needs must be discussed with Trinity prior to acceptance on the course. Trinity has a policy of inclusion for disabled candidates, but specialist advice and assessment may need to be sought, and Trinity will direct course providers to the appropriate persons/bodies for individual cases.

Any requests for special needs provision for the examinations should be made in a letter written and signed by the candidate and supported with appropriate medical documentation. The letter must be addressed to the Chief Examiner, LTCL Diploma TESOL, and must be received by Trinity, with the candidate's entry form, six weeks before the examination date. Additional details on disability and special needs can be found in Appendix 2.

Procedure for examination Unit 1

Written examinations are held on dates set by Trinity. Any session arranged for an alternative dates without permission from Trinity will be considered invalid. Trinity reserves the right to conduct an unannounced quality assurance visit at any time for an examining session for Unit 1, the written paper. Course providers will not receive notice of such an inspection visit if one were to take place.

1. Question papers and answer booklets are normally sent to centres ten working days before the date of examination. The papers are sent by courier within the UK, and by special delivery overseas. Centres must contact the Diploma TESOL Coordinator if the papers have not arrived by five working days prior to the examination date.

2. On receipt of papers the Centre Representative must check that the correct papers, and the correct number of papers have been sent. The Centre Representative should also check the attendance listing to ensure the accuracy of all entries. If there are insufficient papers or inaccuracies in the listings, the Centre Representative must contact the LTCL Diploma TESOL Coordinator immediately.

   If the wrong question papers have been sent, the Centre Representative must contact Trinity's Head Office immediately giving full details of the problem. Advice will be given by the Examinations Manager if such a situation occurs.

3. Under no circumstances should the packs of question papers be opened. The packs have a tamper proof security seal and any attempt to open them will be immediately apparent.

4. The papers must be kept in secure storage until the day of examination.

Appendix 5

5. The sealed packs containing the question papers must be opened, and the papers distributed, in the presence of the candidates at the start of the examination. Trinity College London reserves the right to send a representative to the examination centre on a quality assurance inspection visit to check that the packs remain sealed until the commencement of examination.

6. Candidates who are late are permitted to enter the examination room and begin answering questions up to 25 minutes after the start time. No extra time can be given for late arrivals to complete their answers.

7. If a candidate is absent their question paper must be returned to Trinity's Head Office marked 'Absent', and 'Absent' must be written next to their name on the candidates' list. Under no circumstances may another person be substituted for the absent candidate.

8. At the conclusion of the examination, the invigilators must collect the scripts, with the question papers attached, and arrange them in the same order as the candidates' list. They should be put in the special envelope provided, which must be sealed. The Centre Representative or the invigilator must sign the envelope.

9. The envelope containing the scripts and papers must be returned immediately to the Diploma TESOL Coordinator by Special Delivery. Where postal services are unreliable, or when the dispatch is initiated from overseas, courier services must be used. If there is any reason for delay of sending scripts/papers back, please notify the Diploma TESOL Coordinator immediately who will then seek authorisation from the Examinations Manager. If such authorisation is not granted, Trinity reserves the right to disqualify scripts which are postmarked more than 48 hours after the examination (see notes on Storage and Dispatch – Unit 1).

Facilities for examination Unit 1

The centre should provide physical and human resources to enable candidates to perform to their best ability in written examinations without the assistance of any material aids or collaboration with colleagues that are forbidden to them under the examination board's regulations.

1. The venue must meet Health and Safety requirements as set out in national legislation. Details for contacting emergency services in case of fire, accident or other emergency must be clearly displayed to the invigilator and candidates.

2. An Examination Centre poster must be displayed outside the building, and 'Silence' posters must be displayed at all entrances to the examination room. These posters are available from Trinity's Head Office.

3. A question paper, two answer booklets, a tag and rough paper must be placed on the desks before candidates are allowed to enter the examination room.

4. Each desk must display a card with the candidate's registration number.

5. The room must be sufficient in size, and be light and airy. It must be quiet, so that the performance of candidates will not be impeded by outside noise. It should be possible to open windows without the risk of sound to or from the examination room.

6. The room must be furnished with large enough desks, which are sufficiently well spaced; the chairs should be upright, comfortable and the appropriate size to accommodate adults. The invigilators must also be provided with an appropriate desk and chair.

7. There should be a correctly working wall clock situated where all candidates have clear sight of it.

8. Toilets must be easily accessible, and a second invigilator must be available to accompany a candidate to the toilet, to wait for the candidate and to accompany the candidate back to the examination room.

9. Drinking water and sufficient glasses or paper cups must be available in the room.

Invigilators for examination – Unit 1

1. Two invigilators must be present in the examination room for the first 30 candidates and thereafter one extra invigilator for every 15 candidates, throughout the examination, except when it is necessary for one invigilator (only) to accompany a candidate to the toilet.

2. Invigilators must be independent. They must not be known to the candidates in any personal, professional or training capacity. They must be deemed by the Centre Representative to be responsible and able to carry out examination procedures appropriately. A third invigilator must always be on stand-by on the day of the examination in case one of the other two invigilators cannot be present, e.g. through sickness.

3. The invigilators are responsible, together with the Centre Representative, for checking the candidates' appointment slips and accompanying identification.

4. The start and finish times of examination must be clearly shown in a position visible to all candidates.

Reference materials – Unit 1

No reference materials should be allowed into the examination room unless specific, written prior permission has been obtained from the Chief Examiner, LTCL Diploma TESOL.

Instructions – Unit 1

The following instructions must be given clearly and audibly at the beginning of the examination session:

1. This is the Trinity College London LTCL Diploma TESOL written examination.

2. Check that you have the right examination paper. If not raise your hand.

3. You may not speak to anyone during the examination except me.

4. If you wish to speak to me, raise your hand.

5. You may ask questions about the examination procedure but not about the content of the question paper.

6. If you leave the examination room you will not be allowed to return, unless you have been accompanied to the toilet by an invigilator.

7. You must write your name and registration number in the spaces provided on the answer booklet now.

8. Remember to do the same on additional booklets or paper.

9. You must clearly number each question you answer on each page of the answer booklet, and on the cover of the first booklet.

10. At the end of the examination, your question paper, your answer booklets and any rough work must be fastened together with the tag on your desk. You are not allowed to take rough work or the question paper out of the examination room.

11. Further instructions are printed on the front of your question paper: read them carefully.

Storage and Despatch – Unit 1

1. Papers must be stored safely and securely in a locked cupboard, only accessible to the Centre Representative, before the examination begins.

2. If authorised by Trinity College London for late postage of completed scripts and the accompanying papers, they must be stored safely and securely, as above, before being despatched at the earliest available opportunity.

3. All paperwork, i.e. courier invoice or proof of postage relating to the despatch of scripts and papers, must be kept by the centre until they have received the results for the examination session.

Appendix 5

Facilities for examination – Units 2, 3 and 4

Examinations for Units 2, 3 and 4 must normally take place in the same examination session, over consecutive days. Requests for variations on this procedure must be sent in writing to the Diploma TESOL Coordinator at Trinity, and each individual case will be approved by the Chief Examiner.

Visitors to an examining session

1. It should be noted that, on occasion, a visitor may accompany the external examiner during the examining/moderating sessions for Units 2, 3, and 4. The visitor may be:
   - a monitor who is monitoring an examiner for standardisation purposes
   - a new examiner who is shadowing an experienced examiner for induction purposes
   - an external consultant appointed by Trinity who is observing for quality assurance and standardisation purposes
   - a peer-shadowing examiner who is shadowing for continuing professional development purposes.

2. In each of the above situations the course provider will be given at least one week's notice. The candidates must be informed of the proposed visit, and a reason given for this visit, and they must be reassured that the visitor will play no part whatsoever in their final assessment.

3. The centre must provide a separate desk and chair to enable the shadowing examiner, monitor or consultant to observe the examination and make notes.

4. The course provider must provide for the visitor a photocopy of all documentation copied to the examiner, including the lesson plan and all relevant assessment pro formas.

5. Neither the course provider nor the candidate may refuse permission for the examination to be shadowed or observed, as these shadowing sessions and observations are required under Trinity's standardisation procedures.

Unit 2

1. For moderation of candidates' portfolios, Unit 2, the examiner should have sole use of a quiet and appropriately furnished room in which the clearly labelled portfolios are presented. A separate desk must be provided to enable the examiner to make notes.

2. The original completed internal assessment pro formas must be given to the examiner at or before the moderation of these portfolios.

3. The course providers must ensure that the examiner who is moderating the portfolios has 30 minutes per portfolio to sample sections from these, e.g. an hour must be allocated to the sampling of two portfolios.

Unit 3

1. The interview must be conducted in a suitable room.

2. There must be sufficient equipment to enable the candidate to give the presentation.

3. There must be a working clock visible to both the candidate and the examiner.

4. There must be two chairs with a table between the chairs to enable the examiner to make notes and the candidate to lay out any materials relevant to the presentation.

5. A jug of water and glasses must be provided.

Unit 4

1. The centre must provide a suitable room where the examiner can review the lesson plan prior to the lesson, the teaching practice journal prior to the post-lesson evaluation, and where the examiner can conduct the post lesson evaluation.

2. The lesson must be conducted in a room suitable to the purpose, of sufficient size and with appropriate equipment. A separate desk and chair must be provided at the back of the room for the sole use of the examiner.

3. The candidate must be provided with sole use of another quiet area for the 20 minute post-lesson reflection.

4. The classroom where the lesson was taught, if empty, can be used by either the examiner or by the candidate during the post-lesson reflection/moderation of the teaching journal.

Timetabling for Units 2, 3 and 4

1. All queries about timetabling must be addressed to the Diploma TESOL Coordinator. All timetabling arrangements must be agreed between the centre and the Diploma TESOL Coordinator and the examiner.

2. The timetable must provide sufficient time for each part of the examination to be conducted, as well as suitable comfort breaks between each session. See Appendix 11.

3. The examiner must be given sufficient time for a lunch break to enable purchase and consumption of food and drink.

4. Course providers must endeavour not to split the timetabling of the lesson (60 minutes), the post-lesson reflection period (20 minutes) and the post-lesson evaluation (20 minutes). This means that these three sections of the Unit 4 examination process, 100 minutes, must as far as possible be timetabled as a complete section for all candidates. This is for standardisation purposes.

5. The internal assessing tutor for the teaching journal will discuss the marks for the journal with the examiner at the end of the examining session. The time allocated per candidate for this discussion is ten minutes. Under exceptional circumstances, if the examiner is unable to carry out this discussion at the tutor's centre, the discussion may be conducted by telephone and confirmed by email.

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The course inspection visit

Frequency

A course inspection visit will be made to every validated course provider during their first LTCL Diploma TESOL course.

Subsequently, a course inspection visit will normally be made once in every calendar year within which a course or courses are conducted.

The course inspection visit will be carried out by a representative from Trinity, either the Chief Examiner, LTCL Diploma TESOL, or a nominated member of the panel of examiners. The fees for course inspection visits are set by Trinity and are available in advance and charged to the course provider.

Aims

The aims of the course inspection visit are:

- to provide continuing guidance to the course provider on Trinity's requirements
- to note and approve, where possible, any changes in course provision and related facilities
- to provide Trinity and the course provider with early warning of any problem areas that can be remedied before the end of the course
- to establish that candidates have understood the nature of the assignments required in preparation for their external moderation and examination by Trinity
- to provide cumulative feedback to Trinity on course providers' achievement of programme objectives and of their own complementary aims
- to discuss and check the standardisation of internal assessment
- to discuss and check induction procedures for new tutors.

Coverage

A copy of the full and agreed course proposal must be available for reference.

The course provider should schedule time which will enable the inspector:

- to consult with the Course Director and the training team, including key tutors and/or mentors, and to see relevant course documentation
- to talk to the candidates as a group
- to sample completed assignments in order to discuss the range and demand of input with the tuition team (but not to moderate or mark individual work).

The inspector will expect to see a copy of the course timetable. The inspector will not be able to cover all areas of the course in depth. However, particular attention will be paid to teaching practice arrangements.

Reporting

1. The inspector will provide a report to the Chief Examiner, LTCL Diploma TESOL, with comments as discussed on the day. The report will be forwarded to the course provider with comment as appropriate. The report will describe strong and weak points of the course as necessary and make recommendations and suggestions to the course provider, and recommendations to Trinity with regard to the continuance or otherwise of the provider's validated status. Trinity will take final responsibility for confirming continuing validation, subject or not to specific conditions, or withdrawal of validation, in relation to courses subsequent to the one in operation. It is not assumed that all aspects of a first-time course will entirely match the specifications of the course as proposed, but it must be remembered that the qualification gained through a first-time course has the same status as that from later courses, and candidates are entitled to a comparable standard of tuition and support.

2. The report will normally comment on the areas listed in Appendix 7, stating conditions which must be met if validation is to be continued as well as recommendations for optional improvement or variation. Conditions and recommendations must be clearly cross-referenced to Trinity validation requirements and criteria. All comments should be offered on the basis of constructive dialogue with the course provider, and with relevance to the current course context and resources.

3. Any recommendations to the course provision must be implemented within a time agreed by both parties. This is normally ten weeks, but will depend on the length of the course provided. Subsequent inspections will follow the same format.

4. A pro forma and details of the content of the course inspection report will be found at Appendix 7.

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Course inspection report

LTCL Diploma TESOL

This form must be completed by the Inspector and sent to the Chief Examiner, LTCL Diploma TESOL, at Trinity College London, preferably within two weeks of the inspection date.

Name of course provider: .... Centre number: ....

Name of inspector: ....

Course dates: .... Full-time: .... Part-time: ....

Next LTCL Diploma TESOL course dates: ....

Tick here if this is the first Trinity course for this provider: ☐

Report content

The inspector will report on:

- guidance notes or information provided by the organisation covering course content, assignments and the standard and systems of assessment (after the first year of running a course this should take the form of a course handbook)
- the effectiveness and reliability of standardisation of internal assessment
- the effectiveness and reliability of induction procedures
- the effectiveness of course management, including timetabling
- the provision of facilities to complete assessed coursework, classroom teaching provision, observations and tutoring sessions
- the professionalism and appropriateness of input from the training team
- the attentiveness of staff to candidates' individual needs, including the provision of feedback on written and practical assignments
- staff attendance throughout the course, and their participation during moderation
- the provision of teaching resources
- the provision of supporting facilities including rooms for class and quiet study, toilets, refreshments
- health and safety policy and practice.

The inspector will also make firm recommendations on the conduct of the course in line with Trinity's Validation Requirements and suggestions for further development. Recommendations, if supported by Trinity, are compulsory for the course provider but suggestions are optional and for consideration only.

Course providers will be given the opportunity to provide feedback to Trinity on every visit through the pro forma commentary sheet at Appendix 8.

I confirm that I have carried out this course inspection visit in accordance with guidance from Trinity College London.

Signature: .... Date: ....

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Feedback from organisation on inspection visit

Where possible please submit as an email attachment (the form is downloadable in Word or Acrobat from Trinity's website).

Organisation: ....

Date of inspection visit: ....

Name of inspector: ....

This report is by: ....

Most valuable aspects of visit:

....

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....

....

....

Suggestions as to how the next visit may be improved:

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....

....

Any additional information relevant to the inspection:

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Appendix 8

Please comment on your normal communication with Trinity College London in connection with validation, moderation of courses and examination of candidates. How can we improve our service?

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Any other comments:

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Signature: .... Date: ....

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Regulations for candidates

Application for examination will be accepted by Trinity on the understanding that candidates will be examined in accordance with the current regulations. It is therefore essential that Trinity validated course providers and candidates are conversant with these.

Application for examination

1. Entries for examination must be made on an official Trinity application form. These are available in hard copy from the Diploma TESOL Coordinator at Trinity. Alternatively the online system may be implemented and further advice on this system is available from the Language Examinations Manager at Trinity. Application forms must be submitted with examination fees by providers of validated LTCL Diploma TESOL courses.

2. The course provider sends each candidate an appointment slip giving the time, day and place of the examination. The appointment slip must be brought to the examination. Photographic proof of identity must be brought to the examination centre and may be required by the examiner or the invigilator.

3. An entry which has been made in the name of one candidate may not be transferred to another candidate.

4. Candidates who have entered for an examination at one Trinity approved examination centre are not entitled subsequently to have their entries transferred to another centre, nor to have their entries held over for a later session. If they wish to postpone the examination or take it at a different approved examination centre, they must make a new entry and pay the appropriate fee. Extenuating circumstances are discussed individually with the Chief Examiner. It should be noted that there may be financial implications relating to registration of candidates for the external assessment and moderation of Units 2, 3 and 4 if these should be taken later than the end-of-course date, and fees and regulations should be checked and considered by both course providers and candidates before registration.

5. Candidates who have not yet entered for the examinations may wish to defer parts of the examining until a later examining session. Such cases must be submitted in writing by the original course provider, on behalf of the candidate, to the Diploma TESOL Coordinator, and these are discussed with the Chief Examiner. Approval may or may not be given, depending on the circumstances of each case. Candidates may be required to pay an additional fee.

6. Cheques should be made payable to 'Trinity College London' and should be attached to the application form.

7. Examination entry fees cannot be refunded.

8. Candidates unable to attend because of sickness may apply through their centre for a half-fee re-entry permit, enclosing a medical certificate and the appointment slip. Applications for re-entry made more than three months after the examination date cannot be considered. The Trinity approved examination centre will forward the medical certificate and appointment slip to Trinity, who will issue a re-entry permit for an examination within 12 months on payment of half the current entry fee.

9. Trinity reserves the right to refuse or cancel the entry of any candidate.

10. The closing date for application is six weeks before an examination session. Late entries are not considered except in extenuating circumstances. Such circumstances must be submitted in writing to the Examinations Manager.

11. Fees for examination of the LTCL Diploma TESOL vary according to the country in which the examination is taking place and the number of candidates involved in the examination. Candidates should ensure that they are familiar with these fees before embarking on a course of study. Current fees can be obtained from the Diploma TESOL Coordinator or the Trinity website.

12. Candidates who fail part of the examination in one country should make themselves aware of the fees involved in re-taking these examinations if necessary in another country, since these may differ from those in the candidate's original location. Final confirmation of current fees can be obtained from the Diploma TESOL Coordinator at Trinity.

13. Trinity reserves the right to change examination fees without notice.

14. Units 1 and 3 must be taken as two individual complete units.

15. In Unit 2, the portfolio, the candidate can fail in a section of Unit 2, and resubmit the failed section(s), without having to resubmit sections already passed. If the course provider intends to charge a fee for the re-assessment of the portfolio, then these fees must be in writing in their course documentation, and a copy given to the candidates. Confirmation that a section(s) of Unit 2 will need to be re-moderated must be given in writing to Trinity by the original assessing organisation. There may be an additional fee for re-moderation and this decision will be made by the Language Examinations Manager.

16. In Unit 4, if a candidate fails the internally-assessed component, then this can be re-taken without re-taking the externally assessed component if the latter was awarded a 'pass' mark. The fee will not be the whole fee for Unit 4, but the proportional amount. In the case of a 'fail' on the internally assessed lessons, all four hours (240 minutes), and the teaching journal must be re-taken. If the course provider intends to charge a fee for the re-assessment of four lessons and the teaching journal, then these fees must be in writing in their course documentation, and a copy given to the candidates.

17. In Unit 4, if a candidate fails the externally-assessed component, then this can be re-taken without re-taking the internally-assessed components if the latter was awarded a 'pass' mark. The fee will not be the whole fee for Unit 4, but the proportional amount. Please refer to the Diploma TESOL Coordinator at Trinity for further advice on fees in such cases.

Eligibility for examination

1. Applicants for the LTCL Diploma TESOL examinations must have completed a Trinity validated LTCL Diploma TESOL course of study in order for their examination registration to be accepted and for them to be considered for the award of an LTCL Diploma TESOL. The course must be completed before the first of any of the four units is taken. The course providers must verify to Trinity that the candidate has completed the course before the qualification can be awarded.

2. The LTCL Diploma TESOL examinations lead to a qualification which is intended for experienced and practising ESOL teachers. Applicants must have completed the equivalent of two years' full-time teaching experience, either full-time or part-time, prior to the start of the course.

3. The prior teaching is calculated as follows: (a teaching hour is considered to be 60 minutes)
   - full-time ESOL teaching normally involves a minimum of 15 hours per week (e.g. 15 x 60 minutes or 20 x 45 minutes, etc.)
   - a full-time year normally consists of a minimum of 32 weeks
   - a full-time year's ESOL teaching would, if calculated on the above basis, most commonly involve 32 x 15 hours (480 hours).

   The total minimum amount of teaching experience required is therefore 960 hours whether this has been done full-time or part-time.

4. All claimed ESOL teaching experience must have occurred within the five years leading up to the date of the interview. The candidate must have had no more than one year's break from ESOL teaching immediately prior to the start of the course.

5. Applicants are required to declare and describe their teaching experience at the point of application to the course on the Trinity examination application form.

6. The teaching of all subjects other than ESOL is excluded from claimable teaching experience.

7. These regulations are not intended to exclude those practitioners whose teaching experience includes a proportion of one-to-one lessons. However, a minimum of 75% of hours of claimed teaching experience must be with classes. Candidates with recent experience predominantly of one-to-one teaching, not exceeding 25% of total teaching experience claimed, are advised that the examinations involve the teaching of classes and that they must therefore refresh or develop their full-class teaching skills before attempting the examinations.

8. In the event of Trinity disputing a candidate's claim regarding prior teaching experience, it is possible that the candidate may not be permitted to join the course and take the examinations at the time of their choosing. In such cases they may wish to appeal against Trinity's judgement in accordance with Trinity's regulation. However, Trinity's ruling on this following an appeal is final.

TRINITY
COLLEGE LONDON

Quality assurance visits to registered centres

Checklist for Trinity Inspectors

Inspectors are required to tick the final column if everything is in order, otherwise to make comments. Please return this checklist to Trinity's Head Office.

Points to check	Requirements	Inspector's comments
Invigilator: candidates ratio	Two invigilators must be present in the examination room for the first 30 candidates and thereafter one extra invigilator for the next 15 candidates, throughout the examination, except when it is necessary for one invigilator (only) to accompany a candidate to the toilet.	
Clock	A clock must be visible to all students.	
Centre representative/ Invigilator	Is one person clearly in charge? Is situation well managed?	
Notice to candidates	'Notice to Candidates' must be posted outside the examination room.	
Punctual start to examination	All candidates must be seated in good time for the beginning of the examination.	
Latecomers	Candidates are permitted to enter the examination room up to 25 minutes after the start time. No extra time can be given for latecomers to complete their answers.	
Examination room environment	The room must be reasonably ventilated, at a comfortable temperature and free from external noise and interruption. Any display material (wall charts etc.) which might assist or distract candidates must be removed or covered.	
Seating arrangements	Candidates should be seated in rows, far enough apart that a candidate cannot copy from another candidate's script–on no account must candidates be seated facing one another.	
Prohibited materials	Apart from examination materials, only pens, pencils and rubbers should be on candidates' desks.	
Spare materials	A small supply of spare pens must be provided for the use of candidates.	

Points to check	Requirements	Inspector's comments
Candidates' belongings	Bags and other belongings must be left either outside the examination room or placed in a secure area.	
Mobile phones	These must be switched off and left in the secure area.	
Proof of identity	Candidates must place their means of identification and appointment slips on their desks.	
Examination paper security (1)	Examination paper envelopes may only be opened once all candidates are seated.	
Examination paper security (2)	Examination papers must be distributed to candidates, face-down, with the instruction not to turn over the paper.	
Pre-examination check and detail completion	Candidates must read the front cover of the examination paper, check they have received the correct booklet for their examination and fill in the details required.	
Reminder of examination conduct	Invigilators must remind candidates of the rules regarding leaving the room, cheating or communicating with other candidates once the examination has started.	
Beginning the examination	Invigilators must tell candidates to begin, with confirmation of start and finish times.	
Dealing with questions once the examination has begun	Candidates may not ask questions relating to the interpretation of examination tasks.	
Identity checks	Each candidate's identity must be checked.	
Action if satisfactory ID not produced by a candidate	The supervisor must verify identity with the candidate's course provider at the end of the examination.	
Informing candidates of examination finishing time	Invigilators must announce the time 15 minutes before the end of examination.	
Conduct at end of examination	Invigilators must prohibit any further writing and not allow any speaking until all papers have been collected.	
Examination paper security (3)	Scripts must be returned to their envelopes, with question papers attached.	
Examination paper security (4)	Envelopes must be sealed with the Supervisor's signature across the seal.	
Examination paper security (5)	Scripts must be returned to Trinity's Head Office as soon as possible after the Examination by Special Delivery.	

Centre name: .... Centre number: ....

Signature of Inspector: .... Date: ....

TRINITY
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Sample moderating and examining timetable for examination sessions

This timetable is based on the examining of one candidate, assuming the day starts at 09:00. This start time, of course, may vary from centre to centre, and should be discussed with the Diploma TESOL Coordinator. This timing gives three hours 20 minutes per candidate excluding breaks for moving from room to room and refreshment. Two candidates are normally examined in one day, and this will total six hours 40 minutes excluding breaks. Course providers need to allocate one hour for lunch, and two refreshment breaks in the day lasting 15 minutes per candidate, and which will not include moving from one venue to another.

Session	Time	Candidate 1
Unit 2: Coursework portfolio (30 minutes – sample minimum two sections)	09:00–09:30	
Unit 4: Lesson plan review by examiner	09:30–09:40	
Refreshment break	**5 minutes**	
Pre-observation chat	09:45–09:55	
Move from pre-lesson chat venue to classroom	5 minutes	
Examiner observes	10:00–11:00	
Move back to examiner's room for teaching journal reflection	5 minutes	
Post-lesson reflection (20 minutes)	11:05–11:25	
Post-lesson evaluation (20 minutes)	11:25–11:45	
Refreshment break	**10 minutes**	
Unit 3: Oral interview	11:55–12:25	
Discussion with internal assessor for Unit 2 and Unit 4 (20 minutes)	12:25–12:45	Total time per candidate excluding breaks for moving rooms and refreshment:
Lunch	**12:45–13:45**	3 hours and 20 minutes (200 minutes)

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Verification pro forma for the Coursework Portfolio
Lesson Observations

Candidate: ....

Course Director: ....

Organisation: ....

Course dates: ....

Lesson	Organisation	Class identification	Time observed	Date observed	No. of students	Signature of verifying teacher
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Comment as necessary

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Verification pro forma for the unobserved teaching practice

Candidate: ....

Course Director: ....

Organisation: ....

Course dates: ....

Lesson	Organisation	Class identification	Time observed	Date observed	No. of students	Signature of verifying teacher
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Comment as necessary

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Access arrangements for reasonable adjustments or special consideration

Malpractice

Overview of contents

1. Introduction
2. Use of the publication *Regulations and guidance relating to candidates who are eligible for adjustments in examinations* produced by the Joint Council for Qualifications
3. Access arrangements including reasonable adjustments:

   Internal assessments

   External assessments

   Principles for applying reasonable adjustments to assessment arrangements

   Guidance on reasonable adjustments

   Note on modified papers

   Note on learning difficulties
4. Approval by Trinity
5. Special consideration
6. Malpractice

1. Introduction

1.1 Centres are advised, during the validation process, on the expectations of suitable alternative tests in relation to requests for reasonable adjustments from candidates with disabilities. For TESOL qualifications, the relevant member of Trinity's senior academic staff signs off adjustments. This document provides guidance to the senior academic staff on how to go about this work. It also provides useful guidance on how to apply reasonable adjustments and special consideration in relation to external assessments.

1.2 Trinity aims to anticipate the needs of disabled persons and the types of adjustments that may have to be made to cater for them. Centres are required to ask potential candidates to identify whether they have any particular requirements and, if so, what adjustments may need to be carried out. Failure to anticipate the need for an adjustment at an early stage of the entry or enrolment process may render it too late to comply with the duty to make the relevant adjustment.

1.3 Centres are required, once Trinity has agreed to a reasonable adjustment, to draw its existence to the attention of disabled students on its courses, using means of communication accessible to the disabled people. Centres should also be aware of and sensitive to the needs of disabled candidates and know how to use any auxiliary aids approved by Trinity.

1.4 It is our understanding that Trinity, under the terms of the Disability Discrimination Act 1995, is not required to take any steps which would fundamentally alter the nature of the examination service and would effectively lead to the provision of a completely different kind of provision. Also, the Act does not allow Trinity or a centre to pass on the extra costs of complying with the duty to disabled customers alone.

2. Use of the publication *Regulations and Guidance relating to candidates who are eligible for adjustments in examinations* produced by the Joint Council for Qualifications

2.1 With the purpose of standardising practice across the field, Trinity's access arrangements are based on those produced by the Joint Council for Qualifications (JCQ). Within this document, we make clear cross-references to the publication *Regulations and guidance relating to candidates who are eligible for adjustments in examinations* produced by the JCQ (hereinafter referred to as 'JCQ Publication') and give full acknowledgement to the source. A copy of this publication is available from Trinity's Head Office.

2.2 This paper covers two categories of requests:

Access arrangements including reasonable adjustments

Special consideration

3. Access arrangements including reasonable adjustments

3.1 There are some candidates who can demonstrate attainment in the skills being assessed, but are disadvantaged by standard assessment arrangements. In these instances, standard assessment arrangements may be adjusted to enable these candidates to compete on an equal basis with others, provided that the adjustments do not compromise the integrity of the qualifications. Adjustments are made on the basis of individual candidates' needs.

3.2 Access arrangements cover the entire qualification and should be applied for as early as possible to ensure that appropriate specifications are chosen.

3.3 Internal assessments:

Centres are required to ask candidates, prior to acceptance on to a training programme, whether they have any special requirements and, if so, what adjustments to assessment arrangements may need to be made. Failure to anticipate the need for an adjustment at an early stage may render it impossible to make the relevant adjustment at a later date. Typically the procedure is as follows:

- Candidates who seek any access arrangements should first approach the centre concerned. The centre should decide whether to make an application to Trinity.
- The centre should put in writing (to Trinity's Head Office) a description of the candidate's disability and provide appropriate evidence.
- The relevant senior academic at Trinity's Head Office will confirm in writing whether any reasonable adjustments are to be made and will describe these in detail with reference to the JCQ publication.
- Centres must keep records of all adjustments made to assessment arrangements on file and produce them, as appropriate, during the external moderation event. At the end of the course a copy of this information must be sent to Trinity's Head Office before an award can be made.
- Certificates may be annotated so as not to mislead users.

3.4 External assessments:

Centres, candidates and teachers should complete the standard Trinity disability documentation when applying for entry to external examinations, providing evidence as required. In granting reasonable adjustments to the assessment arrangements, individual cases will be judged on their merits. Adjustments must not give candidates an unfair advantage or compromise the integrity, reliability and validity of the qualifications.

3.5 Principles for applying reasonable adjustments to assessment arrangements:

The following guiding principles are suggested by the JCQ:

- Centres must consult with Trinity at the beginning of the course to ensure that any access arrangements are appropriate.
- Candidates and centres should be able to make informed choices about the qualification routes they choose (i.e. according to whether a candidate is able to demonstrate attainment in all parts of the assessment or not).
- The same candidate might not require the same access arrangements for all types of assessment (i.e. different subjects and different methods of assessment make different demands).

- Centres should make use of specialist advice in determining the individual needs of a candidate.
- All applications must be made by the centre and endorsed by the head of centre. These must be submitted to Trinity as early as possible.
- Centres must ensure that in all coursework marked by teachers, credit is given only to the skills demonstrated by the candidate working independently and that access arrangements do not affect assessment requirements.
- Centres must only request access arrangements that reflect the candidate's normal way of working e.g. using a word processor, unless such arrangements would affect the integrity of the assessment.
- A Statement of Special Educational Need might qualify the candidate for some access arrangements, if it contains up-to-date and relevant judgements.
- Failure to comply with regulations has the potential to constitute malpractice which may impact on the candidate's result. Failure to comply is defined as putting in place access arrangements not agreed by Trinity, or permitting access arrangements within the centre which are not supported by appropriate evidence.

3.6 Guidance on types of disabilities and reasonable adjustments

The following table gives guidance on where to find further information on access arrangements including reasonable adjustments within the JCQ Publication.

Type of disability	Types of reasonable adjustments	JCQ Publication page reference
Candidates with **communication and interaction difficulties** may need to use a word processor or, in particular circumstances, have the assistance of a scribe to write for them. They may need extra time to demonstrate written and oral communication skills.	• Extra time • Readers • Scribes • Practical assistants • Word Processors • Transcripts • Prompters • Sign interpreters	4 6 8 11 14 16 17 18
Candidates with **learning difficulties** may require extra time for timed examinations and assessments. In appropriate cases, they may also need reading or writing assistance.	Other arrangements: • Coloured Paper • Coursework Extension • Alternative Accommodation • Coloured Overlays • Arrangements for colour blind candidates	19 19 19 19 21
Candidates with **sensory and physical needs** might require extra time, word processors, and/or a scribe. They may require papers which are modified for hearing impairment or visual impairment. They may require a practical assistant, subject to restrictions relating to the assessment criteria.	Modified papers including: • Braille • Modified enlarged and unmodified enlarged • Suitable for candidates with hearing impairment	22 22 23
Candidates with **behavioural, emotional and social needs** might require supervised rest periods, separate invigilation or alternative accommodation arrangements. Where candidates also have learning difficulties, they may require extra time and, in the case of more severe impairment, readers and/or scribes.	See also table on pp. i to iii of the JCQ publication.	

3.7 Note on Modified papers

Modified papers must be applied for in advance of a session and are individually prepared for candidates whose vision or hearing is impaired and for whom other access arrangements are unsuitable. Braille and large print papers are produced in line with the publication 'Best Practice Guidance for the Modification and Production of Examination Papers for Candidates with a visual impairment'. This publication may be accessed from the RNIB website: www.rnib.org.uk

3.8 Note on Learning difficulties

The range of learning difficulties is extensive and some of the implications for assessment are not obvious, such as speed of processing and organisation of ideas. Therefore, Trinity requires internally assessed candidates to be examined by a suitably qualified person to ensure that the approved access arrangements provide the candidate with the necessary assistance but do not result in the candidate gaining an unfair advantage. See chapter 4 of the JCQ publication.

4. Approval by Trinity

4.1 Trinity will not automatically agree to all reasonable adjustments requested, particularly where they conflict with the assessment criteria. Reasonable adjustments must be appropriate to the assessment and for the candidate, and will not be permitted where it is felt that the assessment may be affected by the arrangement requested.

4.2 The ongoing implementation of the following arrangements may be left to the discretion of the centre, following production of suitable evidence for the candidates concerned and Trinity approval.

- Up to a maximum of 25% extra time (requires statement of Special Education Needs)
- Supervised rest breaks
- Separate invigilation
- Coloured overlays, low vision aids, closed circuit TV, OCR scanners, amplification equipment
- Transcripts
- Prompters

5. Special consideration

5.1 Special consideration involves an adjustment to a candidate's marks/grades This is made on the basis that he or she was affected by a difficulty (emotional or physical) impacting on performance within the examination. Only minor adjustments can be made to the marks/grades given.

5.2 Written letters applying for special consideration must be sent by the centre/teacher to the relevant Senior Academic at Trinity's Head Office. Applications will not be accepted if submitted directly by parents or candidates. Applications must be submitted within seven days of the examination-late applications may be accepted at Trinity's discretion.

5.3 The table on p. 103 describes the eligibility requirements for special consideration. See also Chapter 10 of the JCQ publication.

Candidates will be eligible for special consideration if they have been fully prepared and covered the whole course but performance in the examination or in the production of coursework is affected by adverse circumstances beyond their control including:	Candidates will not be eligible for special consideration if preparation for performance in the examination is affected by:
- temporary illness or accident/injury at the time of the assessment - bereavement at the time of the assessment; where whole groups are affected, normally only those most closely involved will be eligible - domestic crisis arising at the time of the assessment - serious disturbance during an examination, particularly where recorded material is being used - other accidental events such as being given the wrong examination paper, being given a defective examination paper or tape, failure of practical equipment, failure of materials to arrive on time - participation in sporting events at international level at the time of certification - failure by the centre or Trinity to implement previously agreed access arrangements - when candidates have been prepared to meet the assessment criteria but the wrong texts/repertoire have been chosen, special consideration may be given at the discretion of Trinity. Centres are advised that it is their responsibility to ensure that the correct materials are taught	- long term illness, unless the illness manifests itself during the assessment - bereavement occurring more than six months before the assessment, unless an anniversary has been reached at the time of the assessment or there are ongoing implications such as inquests or court cases - domestic inconvenience, such as moving house, lack of facilities, taking holidays at the time of the assessment - minor disturbance in the examination caused by candidates, such as bad behaviour, mobile phones, etc. - the consequences of committing a crime - the consequences of taking alcohol or any other non-prescribed drugs - the consequences of disobeying the centre's internal regulations - the failure to prepare candidates properly for the examination for whatever reason - misreading the timetable and/or failing to attend at the right time and in the right place - misreading the instructions of the question papers and answering the wrong questions - making personal arrangements which conflict with the examination timetable - submitting no coursework at all, unless coursework is scheduled for a restricted period of time, rather than during the course - missing all examination and coursework components - permanent disability unless illness affects the candidate at the time of the assessment - failure without good excuse to request access arrangements including reasonable adjustments on time.

Appendix 14

6. Malpractice

6.1 Malpractice is described in the Oxford Advanced Learners' Dictionary as 'wrongdoing: neglect of duty; the dishonest use of a position of trust for personal gain'. Trinity does not regard as malpractice all infringements of the Validation Requirements for the CertTESOL or Diploma TESOL. In situations where a centre is found to be inadequate or to be guilty of malpractice, either in terms of provision of facilities or in administration, it is Trinity's policy that the centre may be required to suspend its activity until the cause of the problem is identified and rectified. In extreme circumstances, the representative will be asked to resign, or validation may be withdrawn. Trinity requires centres to report any malpractice suspected after candidates have been registered.

6.2 The following issues constitute examples of malpractice by course providers or candidates and have to be reported on as part of Trinity's regulatory responsibilities.

Examples of malpractice by course providers:
- encouraging candidates to falsify teaching practice learner numbers
- encouraging candidates to falsify number of observed and assessed hours of teaching practice or classroom teaching completed
- failing to act on recognisable examples of plagiarism by candidates
- severely misrepresenting volume and quality of resources available to candidates
- misrepresenting costs of courses and related services and/or refunds
- mishandling receipt of payment from candidates, especially via credit cards
- holding back Trinity certificates from trainees for whom they are intended
- changing course content, timetable or staffing significantly without seeking approval from Trinity and informing candidates as appropriate.

Examples of malpractice by candidates:
- falsifying teaching practice learner numbers
- falsifying numbers of observed and assessed hours of teaching practice or classroom teaching completed
- damage or theft of resources owned by the training provider.
- plagiarism: the excessive copying by candidates of other people's ideas and/or words in the production of written and practical work, and misrepresentation of it as their own; this must go beyond the normal sharing of common ideas.

6.3 Where a problem is identified in the assessment conducted by a centre, the following actions may apply until Trinity is satisfied that the concerns have been addressed.

- Trinity approval of assessment tasks and mark schemes proposed by the centre
- an increased level of monitoring activities
- a moratorium on candidate registrations and claims for certification
- suspension or withdrawal of validation.

The relevant departmental director monitors this area of activity through consultation with senior academic staff.

TRINITY
COLLEGE LONDON

Data Protection statement

Trinity College London is registered as a Data Controller with the Information Commissioner's Office in the UK under the Data Protection Act 1998. The Act requires that there should always be a legitimate basis for the processing of personal data and that the processing and collection of data be accurate, fair and lawful. Trinity is required to ensure that those to whom the data relate are aware of the purposes for which their data may be used, disclosed or transferred.

Trinity and its Agents collect and process candidate/representative and centre data for the purpose of examination administration. This includes:

a) the registration of candidate entries for examinations,

b) the management of examination schedules and itineraries and

c) the collection, registration and distribution of examination results to both individual candidates and to centres and representatives.

Personal data is transferred to third parties for the purpose of registering candidate entries and the results of examinations onto Trinity's online registration system.

Trinity also collects and processes data to respond to requests for information from members of the general public. This is the sole purpose of the collection of this data. Additionally, Trinity collects and processes data on individuals who have consented to the use of their names and addresses being retained for the purpose of providing them with Trinity event and examination information on a regular basis. Trinity will amend and update inaccurate personal data upon receipt of a hard copy written request to do so, with evidence of the individual's identity. Please write to Trinity's Head Office. The address to write to is Blue Fin Building, 110 Southwark Street, London SE1 0TA, UK.

Trinity retains personal data for statistical analysis and to replace certificates upon request from candidates. All candidate/representative and centre data is stored securely. Once candidate certificates are issued, candidate/representative and centre data is securely archived.

Trinity must also fulfil its obligation to provide candidate and centre information, including personal data, to Educational Authorities and Regulators worldwide.

Use of candidates' personal data
Candidates who enter courses and take examinations based upon any Trinity syllabus should be aware that by attending and participating in course examinations that they are consenting to:

a) their teachers, colleges or examination centres collecting, processing, disclosing and transferring their personal data, and that:

b) Trinity or specifically contracted third parties (such as data processors) process, transfer and disclose their personal data to fulfil Trinity's obligation to administer examinations.

Furthermore, Trinity communicates candidates' personal data back to colleges or examination centres for distribution to individual candidates once examinations are complete.

Rights of access to personal data
Trinity employs the following procedure for individual candidate/centre/representative right of access to personal data records. Trinity will respond to requests from individuals for information to which they are entitled within forty days of receipt of written requests. Requests will only be considered from persons

who can prove that they are/were:

a) candidates, or

b) have written authorisation to act for candidates.

Proof of candidate identity needs to be enclosed with a signed letter from the candidate/representative making the request. Trinity will only consider the forty-day deadline active once all requested data, both proof of identity and a signed letter, is received at Trinity's Head Office. Copies of Trinity's Data Protection policy and procedures and are available on the Trinity website www.trinitycollege.com.

Publication of results

Representatives of Trinity are required to ensure that candidates and their parents or guardians are made aware that examination results may be published in electronic and hard copy publications. Explicit consent is not required for the publication of examination results; however, candidates and their parents have the right to object to publication. Candidates must indicate whether they consent to the publication of their examination results, by ticking the box marked 'Yes' on the entry form. Ticking the box marked 'Yes' does not guarantee publication of examination results but will enable Trinity to proceed with the publication of examination results without further candidate consultation.

TRINITY
COLLEGE LONDON

Additional information

Awards

1. Successful candidates will receive an LTCL Diploma TESOL under the seal of Trinity College London. A candidate who is awarded 80% or more in three parts of the examination, including Unit 4, and 50% or more in the remaining part, will be awarded an LTCL Diploma TESOL with Distinction.

2. A holder of the Trinity College London LTCL Diploma TESOL is entitled to append the letters LTCL DipTESOL to his/her name.

3. A holder of the Trinity College London LTCL Diploma TESOL is entitled to wear a gown and hood (purple edged with mauve). On receipt of written authority confirming the entitlement, which must first be obtained from Trinity, Robemakers Messrs. Ede and Ravenscroft, 8 Burlington Gardens, Savile Row, London W1X 1LG, UK (Tel: +44 (0)20 7734 5450) will supply particulars of hire and purchase prices.

4. Lost certificates may be replaced after written application to the Diploma TESOL Coordinator at Trinity. A fee will be charged for the replacement certificate. The current fee is available on application.

Anomalous class size

1. It is in the candidate's interest to ensure that the class taught for the externally examined lesson, Unit 4, is one that the candidate has taught on at least two occasions, since no allowance in assessment will be made on the grounds of the teacher being unfamiliar with the class. There must be a minimum of eight learners in the class.

2. In the event of a class consisting of six or seven students the examiner must ascertain the reasons for the absences in order to complete an anomalous class size report (ACS).

3. The candidate will be warned by the examiner that, if he/she chooses to proceed with the lesson, an ACS report will be submitted to Trinity along with the other examination reports. There will be an indication on the report of how the examiner thinks the candidate may have been advantaged or disadvantaged by there being fewer than eight learners in the class. It will then be at the discretion of the Chief Examiner to decide whether the lesson was or was not valid as a Unit 4 examination.

4. The candidate may choose to withdraw the lesson from the examination but will not receive a refund or credit and will be required to pay the full fee for Unit 4 when re-submitting for examination.

5. If the candidate chooses to present the lesson, the examiner will complete an ACS form stating: the actual class size; the number of students normally present; whether the above information was supported by any documentation such as a class register; whether the candidate or others involved in examination preparations had taken all reasonable steps to ensure the presence of adequate numbers of students; any other extenuating circumstances; and an indication of how the examiner feels the lesson would have been had there been at least eight students present.

6. The examiner may seek information to complete the ACS form during the post-lesson discussion.

7. In the event of a class containing fewer than six students, the examiner must cancel the lesson.

8. Candidates have the opportunity to carry out internally assessed and externally examined teaching with young learners (under-16s) if they wish, and course providers may include components on the teaching of young learners in their course proposal as well as the option of teaching this age group within Unit 4. If candidates will be working with under-16s in the UK in the course of their training (i.e. during teaching practice), the course provider must require them to obtain an Enhanced Disclosure from the Criminal Records Bureau (CRB) unless they can assure Trinity that each candidate will not at any time be left alone with a young person. Course providers are reminded that under UK law any organisation that

allows under-16s to be educated, trained or cared for on its premises is held responsible for the proper conduct of its staff and those with delegated responsibility such as teachers in training. In the case of candidates likely to work with under-16s, it is possible in some circumstances to be granted access to official lists of individuals prosecuted for certain offences in relation to under-16s.

Restrictions on deployment of examiners

1. Examiners are not permitted to examine candidates whom they have taught within the preceding three years.

2. Examiners are not permitted to examine candidates to whom they are related or with whom they have been acquainted in the preceding two years.

3. In the event of any candidates re-taking any of the four units, examiners are not permitted to examine candidates whom they have examined previously.

Definitions

'**TESOL**' in these regulations stands for the Teaching of English to Speakers of Other Languages and thus includes English as a Second Language, as a Foreign Language, or as an Additional Language.

'**ESOL**' in these regulations stands for English for Speakers of Other Languages and thus includes English as a Second Language, as a Foreign Language, or as an Additional Language.

'**Trinity validated course provider**' in these regulations indicates a course provider which has successfully completed the process of full validation with Trinity College London and has been awarded validated status as a provider of the Trinity LTCL Diploma TESOL course.

'**Approved examination centre**' in these regulations means an examination centre which has satisfied Trinity College London that it meets all the requirements for the conduct of Trinity TESOL examinations. The centre will have received a formal letter of validation from the Head of TESOL and the Chief Examiner. Validation is valid for one year, and is reviewed during the annual course inspection.

TRINITY
COLLEGE LONDON

Feedback on the examination visit

Trinity College London and the examiners' panel would be grateful if the Course Director would provide feedback on the examination visit. This is to help us plan better for examination visits and help our examiners to maintain consistently high standards. It is not necessary to refer to any individual by name. Please send the completed form to the Chief Examiner at Trinity.

Completion of this form is optional. Your comments will remain private and confidential but we reserve the right to show them to the examiner following discussion with you.

Name of organisation: ....

Address of organisation: ....

Date(s) of examination visit: ....

What were the most useful aspects of the examination visit for you and your staff?

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What were the least useful aspects of the examination visit?

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Appendix 17

Do you have any further comment(s) on the examination visit?

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Please comment on your normal communication with Trinity College London in connection with validation and examination of courses. How can we improve our services?

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Would you like a following advisory visit (a fee is charged for this)?

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Thank you.