

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

Course Summary and Bibliography

A summary of course content, key information
and bibliography for course members

from April 2005

This qualification is accredited by the
Qualifications and Curriculum Authority at
Level 7 of the UK National Qualifications Framework

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

Accredited by the Qualifications and Curriculum Authority at
Level 7 of the UK National Qualifications Framework.
Amendments and additions will be posted from time to time on the
Trinity website at www.trinitycollege.co.uk

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Background

The LTCL Diploma TESOL

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.

The LTCL Diploma TESOL is listed as a full qualification in TESOL under the terms of the English in Britain Accreditation Scheme administered by the British Council. It is also accepted as a full TESOL qualification by numerous employers worldwide, including 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.

A summary of the syllabus and the recently updated (2005) bibliography are included in this publication. The schedule of fees for validation and examinations is 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.co.uk. It is also possible to download all documentation as pdf files for institutional use and submission to Trinity.

TESOL and Trinity College London

Trinity College London's training qualifications in the teaching of English to speakers of other languages (TESOL) have been established for four decades. The training of teachers of English to speakers of other languages (TESOL) 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 grade examinations in music in 1877, set its first speech examinations in 1918, and 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 candidates, 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 does not require candidates to conform linguistically to all features of British Standard English or Received Pronunciation. 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 particular demands that it makes.

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. Although it is not obligatory, an 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 option to adult classes if these might benefit the candidates' future needs and commitments.

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.

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.

Provision for candidates with special needs

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. Candidates with special needs are 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.

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.

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.

Further advice on applicants with special needs is available from Trinity's Head Office on request.

Aims of the course

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.

Objectives of the course

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

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.

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.

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.

Overview of course structure

The assessment of Trinity's Level 7 Diploma in Teaching English to Speakers of Other Languages (LTCL) is designed around four Units. These are described in this syllabus, in accordance with QCA specifications, and are listed below.

The grading and marking schemes and more detailed assessment criteria vary for each Unit. Details of the Trinity assessment schemes for each Unit are included in the *Validation Requirements, Syllabus and Bibliography 2005* booklet and on the website. Course providers are obliged to conduct their internal assessment using the criteria set by Trinity.

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)

Trinity LTCL Diploma TESOL Syllabus 2005			
	Section 1	Section 2	Section 3
Unit 1			
Written paper (three hours) (externally assessed)	Language: Four short compulsory 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: <i>Planning</i> <i>Teaching</i> (four one hour lessons) <i>Lesson evaluation</i>	Externally assessed: <i>Planning</i> (20 minutes of which 10 minutes' discussion with candidate) <i>Teaching</i> (60 minutes) <i>Lesson evaluation</i> (20 minutes)	Internally assessed and externally moderated teaching journal based on internally assessed lessons in Section 1

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 National Qualifications Framework in relation to expectations of distinction, pass and fail, and which are reflected in Trinity standards worldwide for good practice in the language teaching classroom.

The grading and marking schemes and more detailed assessment criteria vary for each Unit. Details of the Trinity assessment schemes for each Unit are included in the *Validation Requirements, Syllabus and Bibliography 2005* booklet and on the website. Course providers are obliged to conduct their internal assessment using the criteria set by Trinity.

To achieve a Pass overall, a candidate must obtain 50% of the total marks available in each of the four Units.

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.

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.

Entry requirements and selection procedures

Selection criteria

- 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 rather 'an equivalent' must be tested more stringently at interview, and an enhanced written task submitted as an Appendix.
- An initial formal TESOL training (e.g. CertTESOL or equivalent) is highly recommended, but not essential.
- 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).
- 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.
- 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.
- All claimed ESOL teaching experience must have occurred within the five years prior to the interview for the course.
- The candidate must have had no more than one year's break from ESOL teaching immediately prior to the start of the course.
- 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.

Notes on language competence

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.

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.

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.

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 Grade Examinations in Spoken English: minimum Grade 11
- Trinity Integrated Skills in English: Level 3
- 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

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.

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.

Certification

Candidates who have passed all four Units will receive an LTCL Diploma TESOL under the seal of Trinity College London. A candidate who is awarded 80% or more in three Units of the examination, including Unit 4, and 50% or more in the remaining Unit, will be awarded an LTCL Diploma TESOL with Distinction.

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

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 be obtained from Trinity.

Trinity can advise on the purchase or hire of gowns, and details are in the full course specification held by course providers.

Appeals and complaints procedure for 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, e-mail, 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 e-mail.
- 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 e-mail.
- 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 e-mail.
- 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.

Appeals and complaints

- 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 the course provider 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 provider's 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 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.

Obtaining more information

For further advice on any aspect of Trinity's LTCL Diploma TESOL qualification, contact:

Trinity College London
89 Albert Embankment
London SE1 7TP UK

T +44 (0)20 7820 6100
F +44 (0)20 7820 6161
E tesol@trinitycollege.co.uk

For ESOL information, contact Trinity by e-mail at esol@trinitycollege.co.uk

Information is also available on the Trinity website at www.trinitycollege.co.uk

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.

Language

Grammar/structure

Batstone, R. *Grammar*. Oxford University Press: Oxford, 1994. ISBN: 0194371328

Carter, R., Hughes, R. and McCarthy, M. *Exploring Grammar in Context*. Cambridge University Press: Cambridge, 2000. ISBN: 0521568447

Hewings, M. *Advanced Grammar in Use*. Cambridge: Cambridge University Press, 1999. ISBN 0521498686

Leech, G. and Svartvik, J. *A Communicative Grammar of English* (3rd edition). Longman: London, 2002. ISBN: 0582506336

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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.

Professional Journals

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

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The Teacher Trainer

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English Language Teaching Journal

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