TRINITY
COLLEGE LONDON

Diploma in Teaching English to Speakers of Other Languages (DipTESOL)

The next level in a single, integrated approach

More and more teachers are looking for ways to develop their professional knowledge and demonstrate their skills to colleagues and employers.

The Trinity Diploma in Teaching English to Speakers of Other Languages (DipTESOL) is an advanced, internationally respected qualification designed for experienced teachers of ESOL/EFL who are looking to take their career to the next level.

Why choose the DipTESOL?

The following points are relevant to candidates as well as employers:

- **'One programme':** we offer a single integrated programme with internal and external assessment, leading to the overall award of Level 7 Licentiate Diploma in Teaching English to Speakers of Other Languages

- **Minimum experience requirement:** the qualification is specifically designed for experienced teachers of ESOL/EFL with at least two years' relevant experience

- **Opportunities to specialise:** all four units of the DipTESOL allow candidates to focus on specific aspects of English language teaching – e.g. English for Special Purposes (ESP), English for young learners, business English, ICT in the classroom, lifelong learning or bilingual learning

- **Defined standards for course provision:** a validation procedure for all course provision ensures that courses are delivered to a set of defined standards. Validation and inspection procedures cover both face-to-face programmes and blended programmes, including those with e-learning options. Candidates must follow a complete, validated programme

- **Proportionate assessment:** we offer a balance of rigorous assessment and flexibility, with candidates having three years in which to complete their assessments. They will only be awarded the DipTESOL once they have completed a validated course and passed all of the unit assessments

- **Better preparation:** the Unit 2 portfolio focusing on observation, developmental teaching practice and independent research is an ideal tool for further development as it prepares candidates for the type of classroom research typically encountered on Masters programmes and in the workplace

- **Full emphasis on phonological theory:** Unit 3 focuses on phonological theory in classroom practice – an important area that may not be covered fully on other programmes

- **E-learning:** many of the distance phases are supported by an e-learning platform such as Moodle, allowing candidates to interact closely with one another and therefore greatly reducing distance isolation.

DipTESOL courses are designed around four units, each unit is comprised of three sections.

Trinity Diploma TESOL	Section 1	Section 2	Section 3
Unit 1: **Language, teaching and learning** Written paper (3 hours, externally assessed)	Language (4 short questions)	Learning and Teaching (1 essay)	Professional Development (1 essay)
Unit 2: **The teacher as developmental, reflective practitioner** Coursework portfolio (internally assessed and externally moderated)	Observation Instrument(s) (Rationale and evaluation of use in a minimum of 6 hours' compulsory observation)	Developmental Record (Based on a minimum of 10 hours' compulsory teaching)	Independent Research Project
Unit 3: **Phonological theory in classroom practice** Interview (30 minutes, externally assessed)	Talk on prepared topic and discussion with a phonological focus (10 minutes)	Phonemic transcription (5 minutes)	Discussion on topics concerning aspects of theory and practice (15 minutes)
Unit 4: **Teaching, to include learner analysis, preparation, delivery and self-evaluation** Classroom teaching (5 hours, internally and externally assessed)	Internally assessed: Planning Teaching Lesson evaluation (4 observations)	Externally assessed: Planning (20 minutes) Teaching (1 hour) Lesson evaluation (20 minutes)	Internally assessed and externally moderated teaching journal

Successful DipTESOL candidates will acquire the following skills during the course and assessment:

Language

- an in-depth understanding of the systems of contemporary English (phonology, grammar, lexis, discourse) commonly taught in beginner to advanced syllabuses
- the ability to identify the language background, needs, motivation and cultural context of learners and teachers
- an understanding of the changing roles of English in different regions of the world.

Learning and Teaching

- a critical understanding of current and historical developments in language learning theory and teaching methodology, with particular reference to ESOL
- familiarity with issues related to motivation and second language acquisition
- the ability to plan, design and deliver a series of ESOL lessons appropriate to learners' language needs and learning styles as individuals and as a group
- the ability to design, deliver and evaluate a language programme over an extended period
- the ability to assess learners' knowledge of and skills in English
- an understanding of the main methods and forms of assessment for young learners up to advanced learners.

Personal and professional development

- the ability to assess and develop own effectiveness as a language teacher
- the ability to provide principled professional support to teachers with less experience
- an appreciation of the principles of teamwork and classroom-based investigation
- a sharp awareness of teaching observation and appropriate feedback at the initial TESOL level.

Find a DipTESOL course

To find a course provider near you, please visit the Trinity website www.trinitycollege.com/coursesearch

Become a DipTESOL provider

If you are interested in running the DipTESOL course please visit www.trinitycollege.com/diptesolprovider