

Trinity College Certificate in Teaching English to Speakers of Other Languages (CertTESOL)

Course Information Pack



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The following information is based on the Trinity College London website

www.trinitycollege.co.uk

The Trinity Certificate in Teaching English to Speakers of Other Languages (CertTESOL) is designed for those with little or no experience of teaching English. It equips candidates with the basic skills and knowledge needed to take up a first post as an ESOL teacher. It gives an introduction to the theory and practice of contemporary English teaching, an insight into the challenges facing the learner, and the role of the teacher.

The CertTESOL is accredited in England by the Qualifications and Curriculum Authority at Level 5 of the National Qualifications Framework. It is accepted by the British Council as an initial TESOL qualification for teachers in its accredited teaching organisations in the UK and in its own teaching operations overseas. Credits are also awarded towards degree programmes offered by the Open University in the UK.

Course Content and Assessment

The main course content is delivered and assessed through five units. The work for Units 1, 2, 3 and 5 is marked by your internal course tutors, and moderated or sampled and checked by a member of the Trinity moderators' panel at the end of every course. The moderator externally assesses the work for Unit 4.

The Units are:

Unit 1: Teaching Skills, assessed through:

- Trainees' performance in, and evaluation of, six hours of teaching with real learners (Teaching Practice or 'TP')
- A journal including trainees' own lesson plans, with self- and tutor- evaluation
- A journal covering trainees' reflective comments following observation of four hours of ESOL teaching by experienced teachers

Unit 2: Language Awareness, including grammar and phonology, assessed via:

- A series of task and in Teaching Practice
- A test towards the end of the course

Unit 3: A Learner Profile, assessed through:

- The preparation of a simple linguistic profile and needs analysis, including some basic phonemic transcription, of a single learner
- The planning of, and reflection on, a one-to-one lesson
- The preparation of recommendations for the learner's future language development

Unit 4: A Materials Assignment, assessed through:

- A written rationale for the development of two pieces of teaching material
- A written evaluation of the use of these in classroom teaching
- An interview with a Trinity moderator to discuss the above and the ways in which materials development is beneficial to the development of teaching skills

Unit 5: An Unknown Language, assessed through:

- A journal covering trainees' reflective comments based on four hours' tuition in an unknown language from the point of view of a beginner, including an analysis of the key aspects of methods and classroom management that affect the learner positively and negatively

Professional awareness and development are an ongoing theme. Successful trainees must demonstrate an awareness of the needs of other colleagues in the team, teaching and non-teaching, and the value of mutual support in the teaching, learning and training environment. They must also demonstrate an awareness of the need for professional development during and after the course, based on a constructive response to training input and feedback from tutors and peers.

Some Frequently Asked Questions

What is the difference between Trinity's CertTESOL and CELTA?

CELTA is a similar teacher training qualification to the CertTESOL, offered by Cambridge ESOL. Although similar in length, content, mode of delivery and status, the two courses differ in terms of specific components and types of moderation and assessment. Trinity lays greater emphasis on reflective journal writing, professional development and self-evaluation for trainees.

Both courses are accepted by the British Council as initial TESOL qualifications for teachers in its accredited institutions in the UK and in its own teaching operations abroad.

What is the difference between TESOL, TEFL and TESL?

TESOL stands for Teaching English to Speakers of Other Languages, TEFL for Teaching English as a Foreign Language and TESL for Teaching English as a Second Language.

TEFL is mostly used in the UK and has traditionally been applied to the teaching of English to people such as au pairs for whom English is a foreign language and who will use English largely for short-term study, work or leisure purposes. TESL has traditionally been applied to the teaching of English to people for whom English is a second language in their home country, or people who are settling in an English speaking country. TESOL is an umbrella term that now usually incorporates the other two acronyms.

Who can do the course (also see Entry requirements below)?

No experience of teaching is required - the course is available to anyone with at least 'A' Level education or equivalent. You may be a college graduate, a professional person

looking for a career change, a teacher of another subject, a volunteer with prior experience of helping ESOL learners, a person who sees TESOL as a means of living and working abroad or indeed in the UK, or a gap-year student.

Non-native English speakers and international applicants are also welcome. However, if English is not your first language, you need a level of proficiency in English equivalent to at least the Certificate in Advanced English, or an IELTS score of 7.0, TOEFL 600. Native speakers would be expected to have a GCSE in English language.

All applicants will be expected to complete a pre-interview task, attend an interview, provide copies of qualifications (and/or language proficiency) certificates, and then complete a further pre-course task (on acceptance).

What will I be able to do as a result of the course?

The course will help you to acquire the basic knowledge and skills to find employment in TESOL anywhere in the world. As a result of the course you will be able to:

- Understand and use the main features of grammar, vocabulary and phonology when planning and delivering classes
- Plan and evaluate your lessons (and others') effectively
- Recognise, use and adapt many leading published ESOL resource books and material
- Set up and manage a second-language classroom
- Use a range of techniques and activity-types to accelerate the learning of English
- Use main classroom aids such as whiteboards, OHPs, visual aids, DVD etc.
- Appreciate the needs and problems facing EFL and ESOL learners.

How much of my time will the course take up?

The course will be completed over 4 weeks from 9am to 5pm. There may be an additional day timetabled for the visit of the moderator, who will assess Unit 4 and conduct group interviews.

Overall, we envisage that you will be required to spend at least several hours per evening, and more on the weekends, on the following:

- preparing for input sessions (homework, reading)
- preparing for your next TP session
- working on required course assignments
- keeping journals relating to several components of the course
- observing experienced tutors
- meeting, interviewing and teaching an ESOL learner for Unit 2

The course leads to a professional qualification and does require a good deal of commitment. You are expected to have 100% attendance and are only allowed to miss a session in extreme circumstances.