

# THE TESOL COLLEGE

## GRADUATE DIPLOMA IN TESOL Online Course Information

### Award

### Graduate Diploma in Teaching English to Speakers of Other Languages (Graduate Diploma in TESOL)

An award of: **LONDON TEACHER TRAINING COLLEGE**  
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### Course Deliverer

THE TESOL COLLEGE  
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Contact person: Dr Alan Richardson, Head of College

THE TESOL COLLEGE is a partner school of London Teacher Training College and is approved to develop and deliver this online course for their Graduate Diploma in TESOL. Please note that the award is not endorsed by TQUK at Level 7 and for the Level 7 endorsed more recent variant of the qualification, please refer to the London Teacher Training College website. The close relationship between THE TESOL COLLEGE and London Teacher Training College comes from our extensive experience of teaching for their Diploma and Graduate Diploma in TESOL in Asia, through our Head of College founding and developing British Education Centre (BEC) in Singapore. BEC is a partner school of London Teacher Training College and is the top school in Singapore and in South East Asia for number of graduating students with the benchmark London Teacher Training College Diploma in TESOL by classroom study, see [www.britisheducationcentre.co](http://www.britisheducationcentre.co).



### Course Aims

The Graduate Diploma in TESOL is aimed at developing existing knowledge and skills in teaching English as a second or foreign language, for taking on a more senior level in teaching, for progressing into course coordinator and course development work, and into course management duties as a Director of Studies or Academic Director. The Graduate Diploma in TESOL provides an effective step in your continuing professional development.

### Course Outline

#### **Module 1. Teaching Methodologies**

Aim: To develop comprehensive understanding of the approaches and methodologies used in teaching language and the application of them in successful course design.

Assessment: Minimum 1000-word essay.

## **Module 2. Course Design, Delivery and Management**

Aim: To understand course design and how learners are matched to courses, how schools work effectively with course management, financial break-even analysis of a course and financial statements as they affect schools.

Assessment: Written assignment.

## **Module 3. Assessment in TESOL**

Aim: To understand the palette of ELT examinations and to be able to direct preparation courses for students, for specific internal or external examinations, also to be able to direct examinations within a school.

Assessment: Minimum 1000-word essay.

## **Module 4. The History of English and its Teaching**

Aim: To understand in depth where English came from, its development and its spread as a global language. Well-rounded teachers and language centres benefit from underlying understanding of their core subject, and this module provides insight into the story of English and where we are now in the 21<sup>st</sup> century with this global language. Variations in English in pronunciation are particularly useful to appreciate, and Module 4 provides in-depth appreciation of spoken English features around the world.

Assessment: Minimum 1000-word essay.

## **Module 5. Research Module**

Aim: To research two topics of choice and prepare two mini dissertations, each a minimum of 3000 words. Choose from:

- 1. A contrastive analysis between English and another language with which you are familiar.**  
*Knowing the learners' L1 as an ELT teacher is advantageous, providing us with the ability to analyse error and understand how specific errors change as learners progress through the L2 ability levels. We are better teachers for being highly aware of their L1 and its language influences on L2. Our students benefit from our understanding of error as a natural progression in the learning of a language.*
- 2. The place of art, craft or literature in ELT.**  
*From street art, through museums and galleries, pottery and print, to the novels of Jane Austen, we have a rich array of resources that stimulate minds of all ages, resources we should be aware of and be ready to consider for use in courses. We can consider sources from popular culture as valid in our search for engaging resources. Follow your particular interests in art, craft and literature to examine their potential in ELT.*
- 3. Teaching multilingual versus monolingual classes.**  
*Whether classes are multilingual or monolingual impacts choices we make in course materials, use of an L1 in the classroom, management of student interactions, and movement between the approaches and methodologies we have available. Examine the issues, and you may do this relating particularly to one or more different learning environments such as private language schools, international schools, government schools, etc.*
- 4. Approaches in teaching English to young learners.**  
*The field of teaching English to young learners is wide enough for you to make your own choice within it, whether to examine approaches in early childhood preschools, K1 and K2, primary and elementary schools, after-school tuition centres, etc, and what resources and techniques might be exploited.*
- 5. Educational technology and online learning in ELT.**  
*Teaching resources have changed much over the last fifteen years and are especially changing in the 2020 pandemic environment. This project will entail a thorough investigation of where we are now with platforms or devices, or systems for learning in classroom, online or blended learning situations.*
- 6. Teaching English for specific purposes.**  
*This is an opportunity to research an ESP field of your choice. Workplace English is an important and growing area, and you might consider examining one or more specialties such as English for hotel management, hospitality, tourism, restaurant work, business, retail staff, aviation, healthcare etc.*

### Course Entry Requirements

1. A Diploma or Certificate in TESOL/TEFL, CELTA or equivalent qualification of at least 100 hours study/assessment course hours.

AND

2. A minimum of one year of teaching experience.

If you do not meet these requirements or are not sure if you qualify, please contact us. London Teacher Training College will consider your application.

### Course Delivery

Study in your own time and at your own pace. Allow at least 70 hours on each of the five modules to meet the course specification of 370 hours. The course can be completed in about four months if your study time is reasonably uninterrupted. The maximum completion time is 18 months from enrolment.

### Assessment

Assessment is by four written assignments, one for each of the first four modules, plus the two mini dissertations for Research Module 5. There are also short, non-assessed written mini tasks to complete in Modules 1 to 4. These are designed by us to ensure you gain as much as possible in your understanding of the course. Your tutor gives prompt feedback on your assessments and mini tasks.

If an assignment needs to be improved, your tutor will make helpful suggestions. You can submit each assignment up to three times without further payment. After the third attempt, if your work is still below a pass grade of C, a small charge will be made to cover the additional administrative costs.

At the end of the modules, your tutor will forward the assignments with recommended module grades and recommended overall Graduate Diploma grade to London Teacher Training College, which aims to send your Diploma scroll and transcript to you within six weeks of receipt by us of your final assignment.

You must pass the five modules to pass the course. The Graduate Diploma is graded by London Teacher Training College as follows:

#### **Grade A, Pass with Distinction**

Demonstrating considerable further reading, an ability to express original thinking, and a sound knowledge of TESOL issues and techniques. An indication of an attitude and ability to be able to apply knowledge effectively.

#### **Grade B, Pass with Credit**

Evidence of reading more widely than the course requires, and ability to relate the theoretical issues studied to practical ELT situations.

#### **Grade C, Pass**

Satisfactory completion of the course, reaching an adequate standard in each of the modules and showing assimilation of the basic principles of the course content.

### Resources

You will receive excellent and informative course notes and handouts to give you much more out of your course. These materials have been developed specifically by us for online study for this qualification, with comprehensive web links to authoritative sources. You will also access our selection of videos of that add much to the course.

### Course Fee

There are two payment options. Choose from:

1. Single payment £450 (Pounds sterling)
- OR

2. Instalment payment option  
1<sup>st</sup> payment £90 Module 1  
2<sup>nd</sup> Payment £90 Module 2  
3<sup>rd</sup> Payment £90 Module 3  
4<sup>th</sup> Payment £90 Module 4  
5<sup>th</sup> Payment £90 Module 5  
Total \$450

For the two-part payment option, you are free to take only the first two modules and not pay for any further modules if you change your mind about taking the whole course. You would then withdraw from the Graduate Diploma in TESOL course and you would receive, if you pass the assignments of Modules 1 and 2, the following awards of THE TESOL COLLEGE:

- From Module 1: **Advanced Certificate in TESOL Methodologies**  
From Module 2: **Advanced Certificate in TESOL Course Design**

The fee includes course notes, high quality handouts, distance tutoring with your course tutor including meetings by ZOOM, assignment feedback and recommending of grades to London Teacher Training College, payment of your registration and course fee to London Teacher Training College, your Diploma scroll and transcript from London Teacher Training College, dispatch of these to your address, and all administration costs. Our fee is set in coordination with London Teacher Training College.

Payment may be by bank transfer to our TESOL COLLEGE Bank of Scotland account, by Western Union, PayPal or MoneyGram. On receiving a payment, we issue a receipt, scan and email this to you.

GST/VAT does not apply to the fee and there are no hidden extras.

#### Cancellation and Fee Refund Policy

1. You have a right to cancel your application by email for 14 days from us receiving your fee payment. This is a 'cooling down' period. You will be able to indicate on the application form if you do **NOT** wish to wait for the 14 day period to end before you receive the course materials. If you choose to receive the course materials within the 14 days, there is no refund or cancellation.

Notice of cancellation from you must be by email and 100% of any course fees paid will be refunded into your bank account. We will process the refund due to you as soon as possible and, in any case, within 14 days of the day on which you gave us notice of cancellation.

*This cancellation/refund policy complies with the Consumer Contracts Regulations, which came into effect on 13 June 2014, implementing the Consumer Rights Directive in UK law. The regulations apply to items bought online, at a distance, or away from a trader's premises (for example, at home or at work).*

2. We refund 100% of your course fees if London Teacher Training College has not received all your assignments and grade recommendations from us within 30 days of us receiving your last assignment.

#### Course Tutors

Our online course tutors are Dr Alan Richardson based in the UK and Ms Evelyn Hirst based in Canada.

##### *Dr Alan Richardson*

Dr Richardson obtained his Bachelors' degree and PhD at the University of Bradford, UK. He became a registered teacher in the UK state school system and subsequently worked in education and research (Senior Research Fellow, University of Leeds). In 1993, he moved from the UK to be a senior lecturer at Singapore Polytechnic. He obtained a Certificate in Teaching (University of Sheffield, UK in collaboration with Singapore Polytechnic). He has worked at institutions such as MDIS as



Academic Director and has taught English at the National University of Singapore (Extension), APMI KAPLAN and other schools. He trained new English teachers in Singapore, Malaysia and Myanmar from 2005. He created British Education Centre in Singapore in 2007 and developed this into a centre of excellence for teacher training, building classroom study delivery for the London Teacher Training College (LTTC) Diploma in TESOL. It is now the top school in South East Asia for number of students taking the LTTC Diploma in TESOL. He remains with British Education Centre as Academic Director while also now working with THE TESOL COLLEGE in Scotland to provide quality global TESOL training, mainly in the e-learning environment.

*Mrs Eve Hirst*

Eve obtained her BA (Hons) in English at the University of Durham, UK and then worked in training, developing English skills within the EDI and City & Guilds examination systems. Moving from the UK to Singapore in 2011, Eve then taught IGCSE and A Level, preparing students for Edexcel English language examinations as well as English for Academic Study. At the same time, Eve studied for her Diploma in TESOL. She also developed her interest in English with drama while working with 12 to 20-year old students. Eve returned to the UK in 2013 and taught English in Sheffield at training institutions, building on her experience with cultural diversity in English learning. She worked in government schools across the Midlands, augmenting her experience in the private sector. Eve now works in Vancouver, Canada at an international college, teaching particularly upper intermediate ESOL and helping students with IELTS preparation. Eve is a member of our Academic Board.



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