

# *Teaching English to Speakers of Other Languages*

*(TESOL)*

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## **Teaching English to Speakers of Other Languages (TESOL)**

This course is designed to prepare learners for teaching English to speakers whose native language is not English. The course is designed based on the model of the topic areas, requirements and assessment of the Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA). The course is a total of 150 hours of content. When students are finished they will have the necessary skills and understanding to teach English in a variety of contexts.

### **Delivery of the Course**

The course is 150 hours divided into three general delivery methods. First, there are teacher-led online classes in which teachers present the material of the course and students have a chance to interact with the teacher and the material. Second, there is billboard communication in which students present their work not only to the teacher, but also to other students for peer review. Billboards also include specific exercises to show course material has been learned. Additionally, the course includes the individual work of doing the course work and writing assignments. Finally, the course includes 6 hours of observation by students and 6 hours of teaching by students, which is observed and managed by an experienced teacher.

### **Certification of Instructors**

All instructors must meet the requirements of *Languages Canada*. This requires that they have a minimum of an undergraduate degree from a recognized institution in Canada, and a minimum of a TESOL certificate including 100 hours of theory and methodology training. This is the equivalent to the internationally recognized Cambridge Certificate in Teaching English to Speakers of Other Languages (*CELTA*).

In addition, for teaching TESOL, instructors are required to have 5 years experience teaching and a TESL Certificate with 250 hours of methodological training, the equivalent of:

TESOL Ontario Certification

(<http://www.teslontario.org/uploads/accreditation/requirements.pdf>)

TESL Canada Standard 2 Permanent

(<http://www.tesl.ca/Assets/TESLCanada/Certification+Descriptors+26+Explanations+June+2010.pdf?method=1>)

DELTA Certification with a completed CELTA Certification

(<http://www.cambridgeesol.org/exams/teaching-awards/delta.html>)



## **Advantages of Online Learning**

There are several advantages to taking an English program online. The main strength is that online learning develops the skills for using English in real environments. Outside of English speaking countries, most English usage is by teleconference and written messages, which are used in online learning. As well, online learning provides more opportunities for direct feedback of written work, which helps students develop specific skills for the university environment.

## **Overview**

The course is divided into five topic areas:

1. The Context of Teaching and Learning
  - This section includes learning about the various backgrounds of learners, their motivations and various learning styles. It also includes information of the varieties of English and different teaching styles.
2. Awareness and Analysis of Language
  - This section focuses on the structural concepts of English teaching: grammar, lexis and phonology. Key strategies for developing learners' abilities are considered.
3. The Four Skills: Reading, Writing, Listening and Speaking
  - This section focuses on the awareness of the basic concepts and terminology for describing these skills, as well as the purposes, features and potential barriers that teaching each skill presents.
4. The Different Contexts of Teaching
  - This section looks at the various areas in which teachers work. Teaching different cultural groups, as well as the difference between teaching adults and children are considered. An overview and evaluation of teaching resources, as well as how to select resources for the classroom is also considered.
5. Skills in Teaching and Professionalism
  - This section considers classroom and instructor management. From classroom presence and control to monitoring to classroom organization, learners gain the skills they will need to effectively manage a classroom. Professional development and support systems are also considered.



## **Assessment**

Evaluation of course participants is considered in two areas: lessons and written assignments. Students will be responsible for teaching six hours of lessons and also for doing four written assignments. All evaluations are based on the five main topic areas of the course. Planning and Teaching

- Practice-teach a total of 6 hours.
- Observe an experienced teacher for 6 hours.
- Work with learners in at least two contexts.
- Preparing a lesson plan for each lesson taught.
- Incorporating all five topic areas into the classroom.

## **Written Assignments**

- All assignments must be 750-1000 words in length.
- One assignment focusing on the learner.
- One assignment focusing on language related tasks.
- One assignment focusing on language skills.
- One assignment focusing on classroom lessons.

## **Materials**

*How to Teach English (new edition)* is a much respected CELTA training book for Pearson Longman. It is accessible for all students, including those whose second language is English. It is written in clear language and covers all the topic areas that newer teachers need to learn. It comes complete with tasks for the book, as well as a DVD, demonstrating real classroom situations containing interviews with experienced teachers.

