

CANADIAN TESOL (CTESOL)

TRAINING DOMAINS AND OUTCOMES

The CTESOL Training Domains and Outcomes are intended to reflect best practices for training English teachers for the private sector in Ontario, the private and the publically funded sectors in the other Canadian provinces, and a variety of contexts abroad. These Domains and Outcomes are based on the presupposition that the directors and staff of the TESL Ontario accredited teacher training programs (and those seeking the TESL Ontario accreditation) are dedicated to the academic quality of their programs and to graduating well-informed and resourceful teachers with the skills and training needed to work with populations of diverse learners in a range of contexts.

The CTESOL Training Domains and Outcomes have been created to encourage and support the ongoing development of curricula and syllabuses responsive to evolving trends and to shape curriculum towards further consistency across programs. In cases of program renewal and the creation of new programs, the CTESOL Training Domains and Outcomes provide the benchmark for the development of the curriculum and the outcomes of each CTESOL course.

This document includes 5 domains. Each domain describes what is known (cognitive) or valued (affective) in a very general sense and identifies how this knowledge can be applied.

LANGUAGE

CTESOL graduates understand that language is a system of communication and are knowledgeable about the components of language.

- CTESOL graduates use knowledge of language as a system of human communication to form the basis for understanding the structure and development of language that will inform instruction.
- CTESOL graduates use knowledge of the components of language and language as an integrative system to inform instruction.
- CTESOL graduates apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word and sentence meaning), and pragmatics (the effect of context on language) to help language learners develop oral, reading, and writing skills (including mechanics) in English.
- CTESOL graduates use knowledge of similarities and differences between English and the native languages spoken by English language learners (ELLs) to inform instruction.

CTESOL graduates have an understanding of the second language acquisition process.

- CTESOL graduates apply knowledge of current and historical theories in language acquisition to instruction.

- CTESOL graduates demonstrate and apply understanding of the role of individual learner variables (e.g., language proficiency, learning styles, possible special needs, and prior knowledge) in the process of learning English.

CULTURE

CTESOL graduates understand what culture is, what the role of culture in instruction is, and that language and culture are inseparable.

- CTESOL graduates understand and apply knowledge of world cultures and how the cultures of ELLs in any specific context affects instruction.
- CTESOL graduates understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.
- CTESOL graduates understand and apply concepts about the interrelationship of language and culture to instruction.

INSTRUCTION

CTESOL graduates plan for effective instruction and assessment of ELLs, which fosters the language development of all students.

- CTESOL graduates plan English language instruction based on students' needs assessment.
- CTESOL graduates plan lessons that support authentic use of language and integrate reading, writing, listening, and speaking.
- CTESOL graduates plan for formative and summative assessment based on the stated learning outcomes.

CTESOL graduates provide effective instruction to ELLs that fosters language development and meets the needs of all ELLs.

- CTESOL graduates incorporate activities, tasks, and assignments into instruction that develop meaningful and authentic use of language.
- CTESOL graduates incorporate activities and materials that integrate listening, speaking, reading, and writing for a variety of academic and social purposes.
- CTESOL graduates create supportive, accepting classroom environments.

CTESOL graduates use resources that will support their ELLs' English language development.

- CTESOL graduates select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials (e.g., print and virtual materials).
- CTESOL graduates use available technology to enhance language learning and teaching.

ASSESSMENT

CTESOL graduates understand the purpose of assessment and the types of assessment instruments as they relate to the diverse strengths and needs of ELLs.

- CTESOL graduates demonstrate understanding of the purposes and types of assessment as they relate to ELLs and the appropriate use of the results.
- CTESOL graduates demonstrate understanding of different requirements (e.g., national, local, and institutional) for measuring the progress of ELLs.

CTESOL graduates assess ELLs' language skills and communicative ability using a variety of assessment practices.

- CTESOL graduates use performance-based assessment tools and tasks (e.g., portfolios, classroom observation checklists, reading logs, video, and spreadsheet software) that measure ELLs' language skills and communicative ability.

PROFESSIONALISM

CTESOL graduates understand the importance of professional development opportunities.

- CTESOL graduates demonstrate understanding of professional growth opportunities, including those provided by local and national organizations.
- CTESOL graduates commit to on-going engagement in collaborative and independent professional development activities as a way of contributing to both their own professional growth and the development of the field of teaching English.

CTESOL graduates understand the role of professional ethics and behavior.

- CTESOL graduates demonstrate understanding of what it means to be a professional in the field of teaching English in terms of professional ethics and behavior.
- CTESOL graduates demonstrate understanding of appropriate relationships among teachers, students, and colleagues.
- CTESOL graduates demonstrate understanding of the importance of informed consent and confidentiality.