

CTESOL Program Accreditation

Training Structure and Topics

Canadian TESOL (CTESOL) training prepares the candidates to teach English in the private sector (private language schools, private career colleges, and privately funded programs at community colleges and universities) in Ontario, in both private and publicly-funded sectors in the other Canadian provinces, and in a variety of contexts abroad.

CTESOL includes a minimum of 120 hours of training consisting of at least 100 hours of instruction in TESOL theory, methodology, and professionalism, at least 10 hours of observation, and at least 10 hours of supervised practice teaching. Of the 100 instructional hours, a minimum of 90 hours should be dedicated to essential topics. The remaining 10 hours can be allotted to optional topics, essential topics, observation hours, and/or practice teaching hours.

CTESOL training topics include 69 essential topics and 15 optional topics. All essential topics in theory, methodology, and professionalism sections need to be **mentioned** in the training; however, **it is up to the training provider to determine the extent and depth to which an essential topic should be covered**. Also, as applicable, the training provider refers the trainees to available resources to further explore the essential and optional topics included in the training.

CTESOL Training Structure

Theory (Essential Topics)	A minimum of 30 hours
Methodology & Professionalism (Essential Topics)	A minimum of 60 hours
Observation (Essential)	A minimum of 10 hours
Practice Teaching (Essential)	A minimum of 10 hours
Optional or Essential Topics under Theory; Optional or Essential Topics under Methodology & Professionalism; Additional Observation Hours; <i>and/or</i> Additional Practice Teaching Hours	A minimum of 10 hours
Total Number of Training Hours	A minimum of 120 hours

CTESOL Training Topics

SECTION 1: THEORY	
1.1) THEORETICAL ISSUES	
Second Language Acquisition/ Learning	Essential
Factors Affecting Language Learning	Essential
Principles of Adult Education	Essential
Factors Affecting Adult Learning	Essential
Models of Communicative Competence	Essential
Intercultural Communication/Competence	Essential
Pragmatics	Essential
First Language Acquisition/ Learning	---Optional
English as a Global Language	---Optional
Diversity (Socio-cultural/ Political/ Economic/ Racial/ Gender Issues)	---Optional
1.2) LINGUISTICS	
Syntax	Essential
Phonology	Essential
Morphology	Essential
Semantics	Essential
Phonetics	Essential
1.3) LANGUAGE STRUCTURE AND SKILLS: CONCEPTS/ THEORY AND RESEARCH	
Grammar	Essential
Pronunciation	Essential
Vocabulary	Essential
Listening	Essential
Speaking	Essential
Reading	Essential
Writing	Essential

Section 2: METHODOLOGY	
2. 1) WORKING WITH CURRICULUM FRAMEWORKS	
Canadian Language Benchmarks (CLB)	---Optional
Common European Framework of Reference (CEFR)	Essential
2.2) WORKING WITH CURRENT APPROACHES	
Communicative Approach	Essential

Task-based Instruction/ Approach	Essential
Language Skills- and Strategies-based Instruction/ Approach	Essential
Content-based Instruction/ Approach	---Optional
Competency-based Instruction/ Approach	---Optional
2.3) UNDERSTANDING PREVIOUS AND EMERGENT APPROACHES/ METHODS	
Audio-lingual, Direct Method, Grammar Translation, Total Physical Response	---Optional
Post Methods (Dogme, Flipped Classroom)	---Optional
Designer Methods (e.g. Suggestopedia, The Silent Way)	---Optional
2. 4) CONTEXT AREAS	
Adult ESL	Essential
Language Instruction for Newcomers to Canada (LINC)	Essential
ESL/EFL in global/International Situations	Essential
ESL for International Students (in Canada)	Essential
ESL for Children/Adolescents	Essential
Academic English/English for Academic Purposes	Essential
Literacy	Essential
Business English, English for the Workplace, Occupation Specific English	Essential
Standardized Test Preparation	Essential
2. 5) Modes of Delivery	
In-person Classroom	Essential
Virtual Classroom	Essential
One-on-One	---Optional
2.6) WORKING WITH RESOURCES	
Accessing, Adapting, Incorporating	Essential
Multi-media	Essential
Ed Tech (Educational Technology) Tools and Apps	Essential
Tutela, Journals, and Publications	Essential
2.7) PLANNING	
Needs Analysis	Essential
Lesson Planning	Essential
Designing Activities	Essential
Course/Syllabus Planning	Essential
2.8) TEACHING LANGUAGE: Components and Skills	
Grammar	Essential
Vocabulary	Essential
Pronunciation	Essential
Listening	Essential

Speaking	Essential
Reading	Essential
Writing	Essential
2.9) TEACHING SKILLS	
Teaching Techniques and Skills	Essential
Classroom Management Skills <ul style="list-style-type: none"> • Individualization within Classes with Diverse Learner Types and Abilities • Interactive Skills and Presence • Managing in-class Error Correction and Feedback • Managing Multi-level Classes • Managing Multilingual/Unilingual Classes • Interculture Attitudes and Skills • Managing Continuous Intake Classes • Adapting Techniques and Skills in EFL Situations • Managing Classes in EFL Situations 	Essential
Language Learning Strategies	Essential
Supply Teaching Techniques	---Optional
2.10) ASSESSMENT	
Classroom-based Assessment and Tools (e.g., quizzes, journals, portfolios, conferencing, interviews, presentations)	Essential
Portfolio Based Language Assessment (PBLA)	Essential
Types of Testing (e.g., Standardized, Placement, Exit)	---Optional

SECTION 3: PROFESSIONALISM

These topics might be covered in a workshop or as an independent project.

3.1) Knowing the ESL Context: Schools/ Agencies/ Institutions

Private Language Schools	Essential
Teaching Internationally	Essential
Online Tutoring Services	Essential
Tutoring Agencies	Essential
Colleges	Essential
Boards of Education (Con Ed/Adult Ed)	Essential
Settlement/Community Centres	Essential
Universities	Essential
Corporate Training	Essential
Assessment Centres (CLBs, CLARS)	Essential

3.2) Knowing the Professional Field	
TESL/TESOL Organization (advocacy and professional development)	Essential
Self-reflective Practitioner	Essential
Ongoing Professional Development Opportunities	Essential
Job Market (local and global)	---Optional
Networking in the Field	---Optional
Journals and Publications	---Optional

Section 4: Practicum	
Observation in Adult ESL Contexts	Essential
Supervised Practice Teaching in Adult ESL Contexts	Essential