

# TESL Program Accreditation

## Training Structure and Topics

This chart includes 114 TESL training topics. Of these topics, 76 are rated as “essential” and must be covered by a TESL Ontario accredited program. The remaining 38 topics are rated as “optional”.

TESL Ontario requires 250 hours of training in TESL theory and methodology. It also requires a 50-hour practicum. Of the 250 instructional hours, a minimum of 190 hours must be dedicated to essential topics. The remaining 60 hours can be allotted to optional topics or added to the hours assigned to essential topics. The 50-hour Practicum includes 30 hours of observation and 20 hours of supervised practice teaching.

<b>SECTION 1: THEORY</b>	
<b>1.1) THEORETICAL ISSUES</b>	
Second Language Acquisition/ Learning	Essential
First Language Acquisition/ Learning	Essential
Factors Affecting Language Learning	Essential
Principles of Adult Education	Essential
Factors Affecting Adult Learning	Essential
Models of Communicative Competence	Essential
Pragmatics	Essential
Intercultural Communication/Competence	Essential
Diversity (Socio-cultural/ Political/ Economic/ Racial/ Gender Issues)	Essential
Learning/ Teaching and Educational Technology	Essential
Schema Theory, Genre Theory	-----Optional
Discourse Analysis	-----Optional
English as a Global Language	-----Optional
<b>1.2) LINGUISTICS</b>	
Morphology	Essential
Syntax	Essential
Semantics	Essential
Phonetics	Essential
Phonology	Essential
<b>1.3) LANGUAGE STRUCTURE AND SKILLS: CONCEPTS/ THEORY AND RESEARCH</b>	

Grammar	Essential
Vocabulary	Essential
Pronunciation	Essential
Listening	Essential
Speaking	Essential
Reading	Essential
Writing	Essential

<b>Section 2: METHODOLOGY</b>	
<b>2. 1) WORKING WITH CURRICULUM FRAMEWORKS</b>	
Canadian Language Benchmarks (CLB)	Essential
Common European Framework of Reference (CEFR)	-----Optional
<b>2.2) WORKING WITH CURRENT APPROACHES</b>	
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
Bilingual Approach	-----Optional
<b>2.3) UNDERSTANDING PREVIOUS AND EMERGENT APPROACHES/ METHODS</b>	
Audio-lingual, Direct Method, Grammar Translation, Total Physical Response	Essential
Designer Methods (e.g., Suggestopedia, The Silent Way)	-----Optional
Post Methods (Dogme, Flipped Classroom)	-----Optional
<b>2. 4) CONTENT AREAS</b>	
Adult ESL	Essential
Language Instruction to Newcomers to Canada	Essential
ESL for International Students (in Canada)	Essential
Academic English/English for Academic Purposes	Essential
Literacy	Essential
English for the Workplace	-----Optional
Business English	-----Optional
Occupation Specific English	-----Optional
Standardized Test Preparation	-----Optional
ESL/EFL in global/International Situations	-----Optional
ESL for Children/Adolescents	-----Optional
<b>2. 5) CONTEXT: (familiarity with) Models of Delivery</b>	

In-person Classroom	Essential
Virtual Classroom	Essential
One-on-One	-----Optional
<b>2.6) ACCESSING RESOURCES</b>	
Funded, Commercial, Instructor-developed	Essential
Print, Digital	Essential
Realia, Experiential, Guest Speakers	Essential
EdTech (Educational Technology) Tools and Apps	Essential
Virtual Realities	-----Optional
Teaching Internationally- unique resource needs	-----Optional
<b>2.7) WORKING WITH RESOURCES</b>	
Accessing, Adapting, Incorporating	Essential
Multi-media	Essential
EdTech (Educational Technology) Tools and Apps	Essential
<b>2.8) PLANNING</b>	
Needs Analysis	Essential
Course/Syllabus Planning	Essential
Lesson Planning	Essential
Designing Activities	Essential
<b>2.9) TEACHING LANGUAGE: Components and Skills</b>	
Grammar	Essential
Vocabulary	Essential
Pronunciation	Essential
Listening	Essential
Speaking	Essential
Reading	Essential
Writing	Essential
<b>2.10) TEACHING LANGUAGE: Discourse/Textual Competencies</b>	
Discourse (or Textual) Competencies	Essential
Pragmatics (or Function/Socio-cultural)	Essential
Strategic Competence	Essential
<b>2.11) TEACHING SKILLS</b>	
Teaching Techniques and Skills	Essential
Classroom Management Skills	Essential
Teaching Aids and Resources	Essential

Technology and Digital Learning	Essential
Language Learning Strategies	Essential
Individualization within Classes with Diverse Learner Types and Abilities	Essential
Interculture Attitudes and Skills	Essential
Interactive Skills and Presence	Essential
Managing in-class Error Correction and Feedback	Essential
Managing Multi-level Classes	Essential
Managing Continuous Intake Classes	Essential
Ongoing Action Research and Reflection	Essential
Supply Teaching Techniques	-----Optional
Adapting Techniques and Skills in EFL Situations	-----Optional
Managing Classes in EFL Situations	-----Optional
<b>2.12) FEEDBACK AND ASSESSMENT</b>	
Classroom-based Assessment	Essential
Assessments (e.g., journals, portfolios, conferencing, interviews, presentations)	Essential
Feedback and Error Correction	Essential
Placement Assessment/Testing	-----Optional
Exit Assessment/Testing	-----Optional
Portfolio Based Language Assessment (PBLA)	Essential
Standardized Language Testing	-----Optional

<b>SECTION 3: PROFESSIONALISM</b>	
These topics might be covered in a workshop or as an independent project.	
<b>3.1) Knowing the ESL Context: Schools/ Agencies/ Institutions</b>	
Boards of Education (Con Ed/Adult Ed)	-----Optional
Settlement/Community Centres	-----Optional
Colleges	-----Optional
Universities	-----Optional
Private Language Schools	-----Optional
Teaching Internationally	-----Optional
Online Tutoring Services	-----Optional
Tutoring Agencies	-----Optional
Corporate Training	-----Optional
Assessment Centres (CLBs, CLARS)	-----Optional
<b>3.2) Knowing the Professional Field</b>	
TESL/TESOL Organization (advocacy and professional development)	Essential
Journals and Publications	-----Optional

Job Market (local and global)	-----Optional
Networking in the Field	-----Optional
<b>3.3) Knowing Professional Practice</b>	
Self-reflective Practitioner	Essential
Ongoing Professional Development Opportunities	Essential
Tutela	-----Optional

<b>Section 4: Practicum</b>	
Observation in Adult ESL Contexts	Essential
Supervised Practice Teaching in Adult ESL Contexts	Essential

## TRAINING HOURS

<b>Essential Topics in Theory</b> All essential topics listed under Theory must be covered.	<b>A minimum of 70 hours</b>
<b>Essential Topics in Methodology and Professionalism</b> All essential topics listed under Methodology and Professionalism must be covered.	<b>A minimum of 120 hours</b>
<b>Optional Topics in Theory, Methodology, and Professionalism</b> Some or all of the optional topics can be covered.	<b>A maximum of 60 hours</b>
<b>Observation in Adult ESL Contexts</b>	<b>A minimum of 30 hours</b>
<b>Practice Teaching in Adult ESL Contexts</b>	<b>A minimum of 20 hours</b>
<b>Total Number of Required Training Hours</b>	<b>A minimum of 300 hours</b>