

Area of Interest: Creative Media and Communications

## Teachers of English as a Second/Foreign Language (TESFL) – Full-Time Program

Ontario College Graduate Certificate

Program Code: 0925X01FWO

1 Year

Ottawa Campus

### Our Program

#### Turn your passion for languages into a rewarding career!

As English has become the language of choice for international communication and the most widely spoken second language, the global demand for English teachers continues to increase. In this one-year Ontario College Graduate Certificate program - Teachers of English as a Second/ Foreign Language (TESFL) - you gain a theoretical foundation and hands-on skills in teaching second languages. Upon graduation, you are able to teach English as a second/foreign language to newcomers to Canada, international students, and professionals. This program is officially recognized by TESL Ontario and TESL Canada and is available on campus or through synchronous online delivery.

Develop skills and strategies to be an effective language teacher, including in such areas as:

- lesson and unit planning
- teaching core language skills and grammar
- educational technology for online learning
- classroom management
- assessment and evaluation
- instructional design

Integrate your theoretical knowledge with practice teaching. Apply your foundational knowledge and skills in an Independent Learning Project where you work one-on-one with an ESL student. Gain further practical experience by taking part in two practicum placements and an optional overseas teaching internship.

Upon completion of this program, you qualify for teacher accreditation with TESL Ontario and TESL Canada, which enables you to pursue ESL teaching opportunities in Canada and abroad. Upon graduation, you may find employment in:

- continuing education
- government-funded community-based programs
- colleges
- universities
- private language schools
- as industry language trainers

### SUCCESS FACTORS

This program is well-suited for students who:

- Have an excellent command of and interest in the English language.
- Have good interpersonal and critical thinking skills.
- Understand and appreciate cultural diversity.
- Have a basic understanding of computers and the Internet.
- Have the ability to work with word processors and basic presentation tools.

## Employment

Domestic career opportunities for graduates include teaching English as a Second Language to adults in continuing education, government-funded community-based programs, colleges, universities and private language schools. International career opportunities include teaching English as a Foreign/International Language in elementary and secondary schools, postsecondary institutions and the private sector.

## Learning Outcomes

The graduate has reliably demonstrated the ability to:

- Apply the principles of second language acquisition and andragogy to design and implement relevant, authentic, and inspiring English as a Second/Foreign language learning opportunities in a variety of teaching modalities.
- Engage in reflective practice to develop and implement a personal teaching philosophy based on knowledge of the historical development of ESL methodologies.
- Apply a variety of language teaching methodologies and knowledge of language systems to facilitate learning in diverse teaching and learning situations.
- Use the principles of equity, diversity and inclusion to contribute to a respectful and positive learning environment.
- Create, implement, and evaluate a variety of valid and reliable feedback and assessment techniques and tools to evaluate adult English language learner performance and progress.
- Model personal and professional responsibility, accountability, and ethical and legal practices in second/foreign language teaching.
- Leverage relevant educational technology applications to enhance instructional design and delivery of educational materials for face-to-face and online learning environments.
- Design and develop lessons, modules, and curricula that support the achievement of language learning goals.
- Evaluate and adopt a range of classroom management techniques to create an engaging classroom environment in various learning contexts.
- Select and apply career management strategies for identifying, preparing for, securing, and progressing through professional opportunities locally and internationally.
- Identify and apply discipline-specific practices that contribute to the local and global community through social responsibility, economic commitment and environmental stewardship.

## Program of Study

Level: 01	Courses	Hours
TSL5250	Methodology in Teaching English as a Second/Foreign Language	66.0
TSL5251	Language Learning and Culture	44.0

TSL5252	Pedagogical Grammar	55.0
TSL5253	Independent Learning Project	22.0
TSL5274	Introduction to Language and Language Acquisition	66.0
TSL5276	Practicum I - Teaching English as a Second Language	45.0
<b>Level: 02</b>	<b>Courses</b>	<b>Hours</b>
TSL0011	Assessment and Evaluation in Second Language Teaching	33.0
TSL5255	Teaching Reading and Writing	44.0
TSL5256	Teaching Listening, Speaking and Pronunciation	44.0
TSL5258	Teaching English as a Second/Foreign Language Online	44.0
TSL5260	Curriculum Development in English for Specific Purposes	33.0
TSL5284	Practicum II - Teaching English as a Second Language	35.0
<b>Elective: Choose 1 or 2 (max)</b>	<b>Courses</b>	<b>Hours</b>
TSL5254	Adult Literacy and Beginner ESL	33.0
TSL5261	Teaching English as a Second/Foreign Language to Young Learners	33.0

## Fees for the 2023/2024 Academic Year

Tuition and related ancillary fees for this program can be viewed by using the Tuition and Fees Estimator tool at <https://www.algonquincollege.com/fee-estimator>.

Further information on fees can be found by visiting the Registrar's Office website at <https://www.algonquincollege.com/ro>.

Fees are subject to change.

Additional program related expenses include:

- The cost of books is approximately \$500 for the program duration and books can be purchased at the campus store.

## Admission Requirements for the 2024/2025 Academic Year

### Program Eligibility

- Ontario College Degree, University Degree or equivalent.
- Applicants with international transcripts must provide proof of the subject-specific requirements noted above and may be required to provide proof of language proficiency. Domestic applicants with international transcripts must be evaluated through the International Credential Assessment Service of Canada (ICAS) or World Education Services (WES).
- IELTS-International English Language Testing Service (Academic) Overall band of 6.5 with a minimum of 6.0 in each band; OR TOEFL-iBT (Internet-based)-overall 88 with a minimum in each component: Reading 22; Listening 22, Speaking 22, Writing 22; OR Duolingo English Test (DET) Overall 120, minimum of 120 in Literacy and no score below 105.

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## Application Information

### **TEACHERS OF ENGLISH AS A SECOND/FOREIGN LANGUAGE (TESFL) Program Code 0925X01FWO**

Applications to full-time day programs must be submitted with official transcripts showing completion of the academic admission requirements through:

ontariocolleges.ca  
60 Corporate Court  
Guelph, Ontario N1G 5J3  
1-888-892-2228

Applications are available online at <http://www.ontariocolleges.ca/>.

Applications will be processed on a first-come, first-served basis as long as places are available.

International applicants applying from out-of-country can obtain the International Student Application Form at <https://www.algonquincollege.com/international> or by contacting the Registrar's Office.

For further information on the admissions process, contact:

Registrar's Office  
Algonquin College  
1385 Woodroffe Ave  
Ottawa, ON K2G 1V8  
Telephone: 613-727-0002  
Toll-free: 1-800-565-4723  
TTY: 613-727-7766  
Fax: 613-727-7632  
Contact: <https://www.algonquincollege.com/ro>

## Additional Information

Both the full-time and part-time programs are offered at the Language Institute on the Woodroffe Campus. Flexible delivery options are also available including hybrid and online synchronous delivery.

The full-time program offering is completed in two consecutive terms, Fall and Winter. The part-time program offering can be completed in three consecutive terms but must be completed within four years. Both include practice in adult ESL classrooms.

The full-time courses are offered in the morning, Monday to Friday. The part-time courses are offered in the evening, 6:30 p.m.- 9:30 p.m., Monday to Thursday. Part-time students are permitted to take day courses, subject to seat availability.

Applicants with previous teaching experience in adult ESL or EFL are eligible for course exemptions through PLAR. External transfer of credit from similar academic programs is also possible.

<https://www.algonquincollege.com/plar/>  
<https://www.algonquincollege.com/ro/course-exemptions-credit-transfers/>

## Contact Information

**Program Coordinator(s)**

- Dmitri Priven, <mailto:privend@algonquincollege.com> , 613-727-4723 ext. 5018

**Course Descriptions****TSL0011 Assessment and Evaluation in Second Language Teaching**

Assessment and evaluation of ESL learners' progress is an indispensable part of effective teaching. Students learn the basic principles, procedures and techniques of assessing and evaluating ESL students' language proficiency. As they practise the evaluation of learner performance in reading, writing, listening and speaking through developing and critiquing tests and rubrics, students also explore alternative methods of evaluating language proficiency, as well as standardized language testing.

Prerequisite(s): TSL5250  
Corerequisite(s):none

**TSL5250 Methodology in Teaching English as a Second/Foreign Language**

Teaching English as a second or foreign language varies greatly depending on the students, institutional context and location. Through writing lesson plans, microteaching and reflecting on the teaching and learning processes, students identify the characteristics of the adult learner, examine historical and current methods in second language teaching, explore the contexts of adult learning and teaching and become familiar with the basics of designing and implementing lesson plans. Students also work with Canadian Language Benchmarks.

Prerequisite(s): none  
Corerequisite(s):none

**TSL5251 Language Learning and Culture**

Learners' cultural context greatly influences the practice of English as a second/foreign language teaching. Through critical incident evaluation and online reflections, students develop an intercultural perspective in teaching ESL. Students become reflective teachers by critically exploring how culture is reflected in language and discussing the relevance of their own and their students' culture for classroom teaching. The history and current state of multiculturalism and anti-racism in Canada are examined, as well as the role of English as an international language.

Prerequisite(s): none  
Corerequisite(s):none

**TSL5252 Pedagogical Grammar**

Knowledge of the grammatical system of English is an indispensable tool for second language teachers. ESL learner error correction allows students to develop a basic understanding of the form, function and use of grammar terminology in today's English language classroom. Through preparing lesson plans and microteaching presentations, students acquire basic knowledge of current grammar teaching methodologies and strategies to integrate grammar in the teaching of reading, writing, listening and speaking.

Prerequisite(s): none  
Corerequisite(s):none

**TSL5253 Independent Learning Project**

Private tutoring is a common activity for ESL/EFL teachers. Students work one-on-one with an assigned ESL student and compile a learner profile in order to observe their learning styles, communication patterns, learner errors and language learning progress.

Prerequisite(s): none  
Corerequisite(s):none

**TSL5254 Adult Literacy and Beginner ESL**

Teaching adult literacy and low beginner students requires specialized knowledge and skills. Students use appropriate techniques and develop curricula for Adult Literacy programs and for beginner levels of ESL. Topics include the teaching of basic skills in reading, writing and survival communication to beginner learners.

Prerequisite(s): TSL5250  
Corerequisite(s):none

**TSL5255 Teaching Reading and Writing**

Reading and Writing are two of the four language skills often taught in ESL programs. Students develop a greater understanding of ESL teaching methodologies through adoption of techniques and strategies for integrating all language skills for the purposes of teaching Reading and Writing. Students practise planning lessons and review the basic principles of materials development for Reading and Writing courses. They also get first-hand experience providing corrective feedback on ESL learners' writing by participating in an online writing exchange.

Prerequisite(s): TSL5250  
Corerequisite(s):none

**TSL5256 Teaching Listening, Speaking and Pronunciation**

Listening and Speaking are two of the four language skills often taught in ESL programs, while Pronunciation is an important aspect of teaching Speaking. Students enhance their understanding of ESL teaching methodologies by adopting techniques and strategies for integrating all language skills for the purposes of teaching Listening and Speaking. Students review the sound system of English and learn to design pronunciation activities. Students also practise planning lessons and review the basic principles of content development based on an authentic video.

Prerequisite(s): TSL5250  
Corerequisite(s):none

**TSL5258 Teaching English as a Second/Foreign Language Online**

Teaching ESL/EFL online using advanced web-conferencing platforms and learning management systems has become a regular part of teaching in the field. Students develop an initial understanding of how to use technology in the ESL classroom for teaching in synchronous and asynchronous environments. Through preparation for microteaching in a web-conferencing environment, students explore teaching with language learning software, Brightspace, and other learning management systems, social media and 3D Virtual Learning Environments. Students also practise designing teaching materials using online tools.

Prerequisite(s): TSL5250  
Corerequisite(s):none

**TSL5260 Curriculum Development in English for Specific Purposes**

As ESL programs become more specialized, curriculum development is a sought after teaching competency. Students develop a further understanding of ESL teaching methodologies through the exploration of current teaching contexts in English for Specific Purposes (ESP). Students explore content-based instruction in language courses and participate in the development of ESP curricula for existing language programs in Canada and abroad.

Prerequisite(s): TSL5250  
Corerequisite(s):none

**TSL5261 Teaching English as a Second/Foreign Language to Young Learners**

Teachers of English as a Second/Foreign Language internationally often teach young learners aged 4 to 17. Students identify the characteristics of the child and adolescent second language learners, and examine current methods and approaches in teaching a second language to children

and adolescents in the context of mainstream pedagogical theories and practices. As part of lesson plan writing and microteaching demonstrations, students create learning activities and tasks for children and adolescents who are English as a second or foreign language learners. Students also explore current English as a foreign language teaching frameworks, such as Content and Language Integrated Learning (CLIL) and Content-Based Instruction (CBI).

Prerequisite(s): TSL5250  
Corerequisite(s):none

### **TSL5274 Introduction to Language and Language Acquisition**

Teaching ESL/EFL effectively requires familiarity with how language is connected with cognition. Through collaborative reflections on course readings and group presentations, students gain a basic understanding of various systems within language, such as phonology, morphology, syntax and semantics, as well as psychological, social and historical aspects of language. Students also review second language acquisition theories and their relevance to classroom teaching.

Prerequisite(s): none  
Corerequisite(s):none

### **TSL5276 Practicum I - Teaching English as a Second Language**

First-hand experience in observing an adult ESL classroom affords pre-service teachers great insight into current teaching practices and classroom dynamics, and provides a critical lens in developing their own teaching skills. Students observe an adult ESL classroom to enhance their understanding of teaching techniques in a field placement setting. Students may also participate in teaching through small group facilitation, one-on-one tutoring and marking, as well as other teaching-related activities.

Prerequisite(s): none  
Corerequisite(s):TSL5250

### **TSL5284 Practicum II - Teaching English as a Second Language**

First-hand experience in teaching in an adult ESL classroom under guidance of experienced mentors prepares pre-service teachers for independent work in the classroom. Through completing their required hours of practice teaching, students practise their lesson planning and teaching skills in a field placement setting.

Prerequisite(s): TSL5250 and TSL5276  
Corerequisite(s):none