



CERTESL (Certificate in Teaching English as a Second Language)

English Language Teacher Qualifications Manual

**What You Need to Know for
Employment in Canada and Abroad**

CERTESL: English Language Teacher Qualifications Manual

What You Need to Know for Employment in Canada and Abroad

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Part 1: Canada's Professional Standards for English Language Teachers

Welcome to the CERTESL program (Certificate in Teaching English as a Second Language), and to this manual for students and prospective applicants interested in English language teaching careers. Please read it carefully to make sure that you choose a training path that meets your professional needs.

At the time of this revision to the manual, we are in the process of decommissioning the original non-credit CERTESL program (Certificate of Successful Completion) in favour of a redefined version of CERTESL (Undergraduate Certificate) with newly granted formal degree credit status for all its courses. This is partly in recognition of evolutions in standards and employer expectations across Canada, but also in official recognition of the historically degree-credit depth and rigour of all CERTESL courses. In this handbook, we will try to make the difference clear. Since May 2019, all new students are admitted to the Undergraduate Certificate, but we realize that not all need to finish every credit in the program for employment or accreditation in their regions, and that students finishing the Certificate of Successful Completion may need reminders of requirements for their regions.

Note that it is necessary to fully complete the CERTESL program as defined at the time of your admission in order to graduate from the University of Saskatchewan. Students who complete only the minimum coursework needed for particular professional accreditations may not meet CERTESL's graduation requirements.

Students who were admitted to the CERTESL Certificate of Successful Completion program prior to May 2019, who were not eligible or chose not to transfer into the Undergraduate Certificate, and who are using this document for review of their specific requirements should proceed directly to Part 3: Certificate of Successful Completion (see Table of Contents). Note that Part 2 will apply only to students admitted **after** May 2019, or who arranged to transfer to the Undergraduate Certificate in the spring of 2019; all other students should review Part 1.

The University of Saskatchewan originally established CERTESL in order to meet the training needs of people seeking reputable distance-delivered training for careers in English Language Teaching (ELT). The TESL (Teaching English as a Second Language) professional organizations that provide ELT teacher accreditation or certification services in Canada (TESL Canada, TESL Ontario, and TESL Saskatchewan) recognize CERTESL as a training program that meets or exceeds their standards. However, you may need to pursue particular paths of study within CERTESL in order to ensure that you are qualified to teach ESL in particular jurisdictions.

English language teacher credentialing is a complex topic, in no small part because of the variety of terms and their differing shades of meanings across our large and diverse country. Some provinces use the term "professional certification" with regard to professional adult and Kindergarten to grade12 (K-12) teacher credentialing. Others reserve the term "certification" for K-12 school systems and apply "professional accreditation" to credentialing in the adult education market. In other contexts, the term "certification" is used to refer to the teacher, and the term "accreditation" is used to refer to the training program that has been recognized formally by an accrediting/certifying body. The term "professional licensure" is used only with reference to K-12 credentialing requirements established by provincial law or government regulation for all K-12 teachers; "professional certification" is used in some provinces for the same concept. In this document, we try to use terms appropriate to the particular jurisdiction being discussed.

This manual begins with an overview of CERTESL in relation to the teaching of children and teens within publicly-mandated school systems in Canada, proceeds to an overview of TESL Canada's three levels of certification for adult ESL instructors, then continues through the accreditation/certification standards of Ontario and Saskatchewan. We then conclude with an overview of the international TEFL context.

If anything relevant to your situation is unclear in this manual, please contact the CERTESL Academic Coordinator who will welcome your questions.

General Standard: Can You Teach in Canada Without a Bachelor's Degree?

All of the Canada-based teacher accreditation standards discussed below require that accreditation applicants have completed not only ELT training, but also a university degree. If you wish to obtain a paid English language instructional position in Canada but do not have a degree, then you will generally be limited to using your skills as a tutor or educational assistant.

A small number of people who do not have university degrees may be found in adult English Language Teaching positions in Canada, but usually these people either entered the field before formal accreditation standards were established between 1992 and 2002, or are working in rural or remote locations where no instructors who have university degrees and appropriate skills in English Language Teaching are available.

Adult TESL Credentialing in Canada

No common standard for adult educators in any field is mandated across Canada, and there are even large variations in expectations within provincial boundaries. However, TESL educators in Canada are usually expected to meet some basic requirements, and it is becoming much more common for adult English language training programs in Canada to look to TESL Canada (www.tesl.ca), TESL Saskatchewan (www.teslsask.com) or TESL Ontario (www.teslontario.org) for assurance of ESL professional teaching standards.

TESL Canada Standard 1 or a similar minimum qualification is enforced by Languages Canada (www.languagescanada.ca), the accrediting body for college-based and private non-LINC ESL programs in Canada, as the minimum training required for teachers in programs that they accredit. If teachers are not qualified in the eyes of Languages Canada, their employing institution will be in danger of losing its Languages Canada accreditation and hence many of its students. Therefore, someone who does not meet the minimum standard is unlikely to be hired by a credible employer.

For other types of adult programs, where availability of suitably trained ELT teachers permits, mandatory qualifications have been established. For instance, to teach in most LINC (adult Language Instruction for Newcomers to Canada) programs in Ontario as well as many English for Academic Purposes programs, teachers must qualify for TESL Ontario OCELT or TESL Canada Standard 2 certification. In the case of LINC, the program may lose its eligibility for federal funding. In EAP programs that want OCELT or TESL Canada Standard 2, the matter is one of competitiveness: informed international students prefer to be taught by teachers with more than minimal credentials.

In Saskatchewan, provincially-funded programs for newcomers have needed to require either TESL Saskatchewan accreditation eligibility or TESL Canada certification eligibility for ESL classroom teachers since March 2016, and both of the university-based EAP programs prefer TESL Saskatchewan Standard 2 - Competency or 3 - Mastery, or TESL Canada Standard 2 or 3, or OCELT.

Federally funded programs in other parts of Canada are generally under increasing pressure to meet at least TESL Canada Standard 1 expectations, and as the need for more highly skilled teachers grows, many have begun to look for TESL Canada Standard 2. As noted above, the ambition of the program often depends on the availability of better-trained teachers in the area. In competitive parts of the country, a prospective teacher who does not meet the standards will have trouble finding meaningful employment in the field. Programs in rural or remote communities usually have a bit more flexibility, not because they want to hire less-qualified staff but because not all program sites have access to appropriately trained ELT professionals.

In general, you must have a university degree in order to find nontechnical adult teaching positions in Canada. In order to qualify for certification or accreditation by any TESL professional association, both a degree and reputable TESL training are required. Some non-degreed CERTESL graduates are working effectively in the ESL field in Canada, but usually they have roles as educational assistants, tutors, or settlement workers rather than as teachers in charge of ESL classrooms, or already had tenure in teaching positions when standards changed.

In general, a degree attests to a range of academic skills and orientations that are needed in a teaching environment. Success in earning a degree really does contribute to the ability to teach effectively, regardless of the degree type, although of course, a degree in either Education or Applied Linguistics has particular advantages.

On the rare occasions when CERTESL has received complaints about the skills of graduates working in Canadian locations, we have usually discovered that these graduates are non-degreed people who have been hired for challenging classroom teaching positions by employers who have chosen not to treat a university degree as a job requirement. Non-degreed CERTESL graduates who are filling such positions effectively are usually very talented individuals who took on the positions when no other credible candidates were available, and in many cases have completed at least foundational coursework in Education or Educational Support. These individuals should be regarded as valuable exceptions, not as examples of potential career opportunities.

If English is not your first language and you wish to seek accreditation or certification as English language teachers in Canada, you should also expect to provide proof of appropriate levels of English language proficiency from an accepted testing body in support of accreditation or certification applications. The professional association to which you apply may expect a higher level of English language skill than is required for initial entry into a degree or TESL training program. Also, employers needing teachers for high-stakes university entrance or professional licensure programs may require teachers to have higher levels of English language skill than the accrediting/certifying bodies require, because their prospective students need to achieve higher levels to meet the demands of their degree or profession.

TEAL/TESL Credentialing for Elementary and Secondary Schools in Canada

If you are interested in ELT (English Language Teaching) or ELD (English Skills Development) as the teacher in charge of classes from pre-K-12, in most cases you will be seeking positions in schools that are governed by provincial teacher licensure/certification regulations.

Throughout Canada, a permanent teaching certificate or license for K-12 teachers usually requires completion of a Bachelor of Education (B.Ed.) degree or a postgraduate diploma in Education. CERTESL constitutes neither a B.Ed. nor a postgraduate diploma or degree in Education.

In Saskatchewan, CERTESL completed after a B.Ed. can count towards an Additional Qualification Certificate (AQC) as a TEAL specialist, but the CERTESL-based AQC is gradually being replaced by the new Post-Degree Certificate in EAL Education (PDCEAL) for K-12 purposes (see the Saskatchewan section for details). If you do not yet have a provincial K-12 teaching license or certificate, but want to teach the English language to school-aged children or teens in a province other than Saskatchewan or Ontario, we hope that you enjoy your B.Ed. or postgraduate diploma studies and encourage you to pursue the PDCEAL after you have completed these requirements.

Because both CERTESL and PDCEAL courses can help you in your K-12 teaching of EAL, some school boards in several provinces will allow teachers educational leave or tuition funding to pursue CERTESL or PDCEAL courses. For tuition funding or educational leave purposes, make sure you consult your employing school board about conditions for approval of funding or educational leave before you make any program application decisions. In order to receive funding, you may need to enroll only in degree-stream courses and/or programs. As of Fall 2019, all CERTESL courses are degree credit; however, the courses ECUR 331.3, ECUR 339.3, and ECUR 448.3 in particular

are adult-oriented, and the PDCEAL provides more suitable alternatives for working with learners of the English language placed in pre-K-12 classrooms.

Prospective CERTESL students who hold or plan to complete B.Ed. degrees and wish to teach EAL in Saskatchewan's K-12 context should read the Saskatchewan K-12 section of this manual and consult the CERTESL academic coordinator or the PDCEAL academic program lead before choosing a training path. Depending on your exact credentials and career plan, you may be advised to register as a student in the PDCEAL rather than in CERTESL. The two programs overlap, but the PDCEAL is better-tailored to learning and teaching needs in Anglophone Canadian elementary, middle years and secondary schools, whereas CERTESL is somewhat better-oriented to other teaching contexts.

If you want to teach K-12 ESL in Ontario's public or Catholic school systems, please visit www.oct.ca for information about the ESL Part I, ESL Part II and ESL Specialist courses mandated by the Ontario College of Teachers (OCT) as a K-12 Additional Qualification. OCT will consider degree-stream English Language teacher training courses taken outside of Ontario in lieu of their officially mandated courses. If you are in Ontario and have not yet started your training for K-12 ELT, you may find it more efficient to go straight into the OCT-mandated program. If you would prefer to start your training at a distance through the University of Saskatchewan, first you definitely need to discuss your needs with an OCT advisor to ensure your course choices will be acceptable to OCT. The CERTESL and PDCEAL programs will make detailed course syllabi available to OCT on request.

K-12 teachers from other provinces who wish to earn Additional Qualification credit through distance-delivered TESL courses should consult their own K-12 teacher certification/licensure service as well as the CERTESL or PDCEAL Academic Coordinator before enrolling in CERTESL or the PDCEAL.

If you decide to take any of the University of Saskatchewan's ECUR-ELT courses concurrently with your Education degree or postgraduate studies in Education, you may want to shorten the length of your postsecondary study time by getting some of your ECUR-ELT courses counted towards your degree. On the other hand, you may want to qualify for the AQC in order to move upwards in your province's pay grid for K-12 teachers. For Additional Qualification purposes, your ELT coursework would need to be done in addition to, rather than as part of, your degree.

If you would like your ELT courses to be applied to your B.Ed. or other degree, please consult your degree program's academic advisor **in advance** to find out whether any of the degree-credit ELT courses can be recognized for inclusion in your degree program by the university that will grant your degree. If they cannot be accepted as part of your degree, consult your provincial K-12 certification or licensure body to determine whether they can be accepted as part of an Additional Qualification.

If you would like the option of working in a K-12 school as an educational assistant rather than as a classroom teacher, you may find CERTESL useful without a degree. Check with the school board that may employ you with regard to preferred qualifications. If you plan to work as an educational assistant in Saskatchewan, refer to the Saskatchewan section of this manual relevant to education assistants and tutors. Note that since CERTESL's transition into Undergraduate Certificate status, it is necessary to complete 2 courses/6 credits in first year university English or Linguistics which is the prerequisite for the first course, ECUR 291.3 – Introduction to TESL/TEAL.

Part 2: Undergraduate Certificate in Teaching English as a Second Language

The University of Saskatchewan's 23-credit undergraduate Certificate in Teaching English as Second Language (CERTESL) consists of the following nine courses:

1. ECUR 291.3 – Introduction to TESL/TEAL
2. ECUR 292.3 – The Structure of English for Language Teaching
3. ECUR 391.3 – Theory of Second/Additional Language Learning and Methods of Skills Development
4. Choice of;
 - a. ECUR 331.3 – Materials and Assessment in ELT, OR
 - b. ECUR 415.3 – Current Issues in EAL
5. Choice of;
 - a. ECUR 339.3 – TESL for Adult Literacy Learners, OR
 - b. ECUR 448.3 – Professional Project in ELT
6. ECUR 393.3 – Advanced Methods in TESL/TEAL
7. ECUR 445.1 – Observations Across CERTESL
8. ECUR 446.3 – Supervised Practicum in ELT
9. ECUR 447.1 – Practicum Additional Hours

CERTESL for TESL Canada Certification

TESL Canada certifies many teachers who plan to teach ESL in adult programs in Canada. It is the professional body most commonly looked to by adult ESL programs in B.C., Alberta, Manitoba, and the Atlantic provinces, and it is looked on favourably by most employers in other provinces with the exception of some programs in Ontario. Even in Ontario, many non-LINC and some non-university adult programs that belong to Languages Canada will accept applicants who qualify for TESL Canada certification at either the Standard 1 or 2 levels, although demanding LINC and EAP programs more often expect TESL Ontario OCELT-level credentials.

Complete information about the TESL Canada certification standards is online at www.tesl.ca

In addition to appropriate TESL training, a TESL Canada certification candidate must be able to demonstrate completion of at least a three-year university degree as defined by Canadian post-secondary standards. Completers of non-Canadian degrees may demonstrate this through a WES, IQAS or other accepted academic credential assessment service.

TESL Canada certification candidates who are not first-language speakers of English must also provide proof of appropriate English language proficiency. At the time of writing, this proof must consist of either successful completion of at least three years of high school in an institution accepted as using English as the medium of regular academic instruction with a minimum of 70% in Grade 12 English Language Arts; completion of an undergraduate degree from a university accepted by TESL Canada as using English as the medium of regular academic instruction; or a score of at least 7.0 in the IELTS-Academic, with at least 7.0 in each skill area; or a score of at least 101 in the TOEFL-ibt, with a minimum of 23 in Listening, 24 in Reading, 27 in Speaking, and 27 in Writing. Note that degrees from universities that claim English as the medium of instruction in a number of countries are not necessarily accepted as demonstrating the necessary standard of English proficiency. A list of those countries whose universities are automatically accepted as ensuring English-language postsecondary education at the necessary level is provided in the Certification area of the TESL Canada website.

Standard 1 Certification

TESL Canada Standard 1 is an entry level certification. A TESL Canada certification applicant is eligible for Standard 1 accreditation if they have completed a program of training that TESL Canada has explicitly approved. Such a program must be at least 120 hours in length (equivalent to no more than three one-term university courses, but not necessarily delivered at a university degree-credit level of depth and rigor), incorporating at least 100 academic contact hours of formal training (in face-to-face mode, this count of hours does not include assignment or reading time) and a supervised adult teaching practicum of at least 20 hours (10 teaching, 10 observation). Academic content must provide a balance of knowledge of language teaching theory, language teaching methodology and English language structure knowledge.

Naturally, many of the most reputable ESL delivery sites prefer to hire teachers who have more extensive qualifications. Standard 1 may be the minimum requirement that a funding agency or Languages Canada will enforce, but it is not adequate for all purposes, and local availability of more highly trained teachers reduces the chance that a candidate who meets only the minimum Standard 1 requirements will be hired.

Students in the Undergraduate Certificate will not need to complete the whole program to qualify for TESL Canada Standard 1 certification, although they will need to do more than previously because of changes in the practicum prerequisite requirements. They may apply for Standard 1 on the basis of the following:

1. ECUR 291.3 – Introduction to TESL/TEAL
2. ECUR 292.3 – The Structure of English for Language Teaching
3. ECUR 391.3 – Theory of Second/Additional Language Learning and Methods of Skills Development
4. ECUR 331.3 – Materials and Assessment in ELT
5. ECUR 445.1 – Observations Across CERTESL
6. ECUR 446.3 – Supervised Practicum in ELT

These courses represent a total of 183 academic contact hours as defined by degree credit standards, 20 observation hours and 10 supervised practice teaching hours, a total of 213 hours. In the regions where TESL Canada Standard 1 is the common training hope or expectation, this set of courses will make CERTESL Standard 1 partial program completers even more competitive in the Standard 1 employment market than those who have completed more typically short Standard 1 programs, especially in areas where LINC programs want but are unable to find Standard 2 certificants to fill positions. CERTESL courses include the Canadian Language Benchmarks and introduction to Portfolio Based Language Instruction and this is necessary knowledge for LINC instructors. Note that students who complete only this abbreviated program are not eligible for graduation from the CERTESL program even though they will have met their professional requirements.

Standard 2 Certification

TESL Canada Standard 2 requires a minimum of 250 academic contact hours, 30 guided observation hours, and 20 supervised practice teaching hours, a total of 300 hours.

In 2018, TESL Saskatchewan (see below) adopted a three-level standard similar to TESL Canada's. At that point, it made sense for CERTESL to formally roll the extra course and practicum hours into the core program requirements. The formal change was approved by University Council in January 2019, at the same time that Undergraduate Certificate status was granted, and was implemented for students applying to start CERTESL in or after May 2019.

The new Undergraduate Certificate includes more formal course credits than the original core program: 23 credits rather than the former equivalent of 18 credits. In terms of training hours, CERTESL contains 256 academic contact

hours and 50 supervised practicum hours, with 30 hours of observation and 20 hours of supervised teaching, for a program total of 306 training hours.

The Undergraduate Certificate, therefore, slightly exceeds TESL Canada Standard 2 requirements in terms of hours, and CERTESL continues to more substantially exceed TESL Canada Standard 2 in terms of its degree-credit depth and rigor.

Streamlined TESL Canada Standard 2 application conditions: OCELT

If you already have TESL Ontario accreditation at the OCELT level, you can obtain TESL Canada Standard 2 certification through a discounted and more streamlined process than other Standard 2 applicants must follow. Therefore, if you live in Ontario but are planning to move to another province, you should apply for TESL Ontario OCELT first and apply for TESL Canada Standard 2 certification only after you have received your TESL Ontario accreditation document.

Standard 3 Certification

TESL Canada Professional Standard 3 status requires completion of a Master's degree in Canada, from a university that is a member of Universities Canada (formerly AUCC, the Association of Universities and Colleges of Canada), that is clearly relevant to ESL instruction, and is usually labelled Master's in Applied Linguistics or in TESOL/TESL. A Standard 2 adult practicum (30 observation and 20 supervised teaching hours in an adult ESL class of at least five students) is also a requirement for Standard 3.

CERTESL is not a Master's program, so CERTESL graduates qualify for Standard 3 only if they have also completed a qualifying Master's degree. The University of Saskatchewan offers an on-campus MA TESOL degree through the Department of Linguistics, which, when combined with specific methodology and practicum coursework available through CERTESL (ECUR 391.3, 331.3, 446.3 and if necessary 445.1 and 447.1), may enable a candidate to qualify for Standard 3.

TESL Canada Practicum Requirements

TESL Canada certification normally requires that candidates carry out a supervised practicum within an approved training program. The practicum must meet specified minimum standards and take place in an adult ESL education setting.

To meet current TESL Canada expectations, during an approved Standard 1 practicum course candidates must complete at least 10 hours of guided observations and a supervised teaching component that must consist of at least 10 hours of teaching that the candidate has both planned and taught under the supervision of a sponsor teacher or practicum instructor. The class must consist of at least five ESL students, aged 18 and older, and must be primarily an English language class although some content-based curriculum may be incorporated.

For Standards 2 and 3, at least 30 hours of guided observation and 20 hours of supervised practice teaching are necessary.

The practicum must be carried out under the supervision of both a practicum instructor employed by the academic training program and a Local Supervisor/Sponsor Teacher who will be responsible for overseeing and providing ongoing guidance on the student-teacher's classroom planning and performance. The Local Supervisors/Sponsor Teachers must themselves meet or exceed TESL Canada Standard 1 certification requirements in terms of academic preparation. If the student-teacher plans to qualify for Standard 2 or 3 in which case the Local Supervisor

must similarly meet Standard 2 or 3 expectations. TESL Canada also requires that the Local Supervisor/Sponsor Teacher have at least 2000 hours of ESL classroom teaching experience, of which at least 1000 hours must be with classes of adult learners.

In CERTESL, we strongly prefer that the nominated Local Supervisor/Sponsor Teacher meet or exceed CERTESL's original academic completion standard of at least 250 training hours/18 credit units. CERTESL also strongly prefers that the Local Supervisor/Sponsor Teacher have at least three years (2400 hours) of English language teaching experience. A potential Local Supervisor who meets only the Standard 1 baseline training or teaching experience requirements is acceptable only if he or she comes very well recommended, if no other Local Supervisor with more extensive training and teaching experience is available, and if he or she has at least five years/4000 hours of English language teaching experience.

CERTESL students who have completed ECUR 446.3 – Supervised Practicum exceed TESL Canada's Standard 1 practicum requirement, as they have a minimum of 20 hours of classroom observations: 10 hours during ECUR 445.1 – Observations Across CERTESL prior to ECUR 446.3 – Supervised Practicum registration, and 10 hours during the practicum itself. The additional 20 combined observation and teaching hours for Standard 2 are available in CERTESL's original core program through a Practicum Additional Hours Module, and via ECUR 447.1 – Practicum Additional Hours which is required for completion of the Undergraduate Certificate.

Previously, in the Certificate of Successful Completion version of CERTESL, students had to register concurrently in both ECUR 446.3 and the non-credit Practicum Additional Hours Module for Standard 2. At that time, the Additional Hours could be waived on the basis of documented successful ESL teaching experience; however, we can no longer simply waive the ECUR 447.1 – Practicum Additional Hours. Instead, an experienced teacher may choose to request credit for 447.1 on the basis of Prior Learning Assessment and Recognition (PLAR) based on their experience; these students must still formally register and remit tuition for 447.1 in order for prior credit to be assessed and, if appropriate, awarded.

If you have completed the equivalent of ECUR 447.1 – Practicum Additional Hours (10 hours each of observation and teaching) in another TESL program recognized by TESL Ontario or TESL Canada, under conditions similar to those specified above, you may be eligible for transfer credit in lieu of ECUR 447.1.

TESL Canada Prior Learning Assessment and Recognition (PLAR)

From the Spring of 2006 to the Spring of 2014, on behalf of TESL Canada, the former University of Saskatchewan Centre for Continuing and Distance Education (CCDE) was responsible for carrying out Prior Learning Assessment and Recognition (PLAR) of TESL credentials earned at institutions other than those on TESL Canada's approved programs list. In 2014, TESL Canada assumed responsibility for adjudicating PLAR within its own office.

If you have already completed reputable training in the field of English language teaching that you believe may approximate or exceed one of TESL Canada's three recognized training standards, please consult the TESL Canada office to learn whether you might be eligible for TESL Canada PLAR. A PLAR adjudication may require you to complete a whole recognized program, or just some particular pieces of a recognized program in order to become eligible for TESL Canada certification.

You will find TESL Canada's current contact information at www.tesl.ca.

If you have TESL training from an academically reputable institution or training program but it covers less than half the academic content that TESL Canada expects for Standard 1 (50 hours), you will not be eligible for TESL Canada PLAR. In that case, you may wish to explore the possibility of transfer credit eligibility with the CERTESL Academic

Coordinator. Note that only academically credible coursework in the areas of second language teaching and applied linguistics for teaching purposes will be considered for transfer of credit.

Programs that do not have academic assessment processes that are meaningfully rigorous and academic contact hours defined in an academically appropriate manner are not accepted as the basis for PLAR assessments. Applicants who have completed programs without appropriate practica will be referred for PLAR only if the applicant has substantial, well-documented successful adult English language teaching experience.

Following PLAR adjudication, if the adjudicator finds that a candidate is missing some key component needed for certification that is covered by a CERTESL course or courses, the CERTESL program is happy to work with candidates to enable them to meet their requirements. Note that students who complete only an abbreviated program are not eligible for graduation from the CERTESL program even though they will have met their professional requirements.

If you intend to teach adults in Ontario and believe you may be eligible for TESL Ontario accreditation via PLAR, you should investigate TESL Ontario accreditation requirements before considering TESL Canada, as TESL Ontario standards are accepted by a larger number of Ontario employers and valid TESL Ontario OCELT-level accreditation allows a discounted streamlined process for TESL Canada Standard 2. (See the Ontario section below.)

CERTESL for Teaching in Alberta

Prior to Spring 2014, Alberta TESL accredited ESL teachers on the basis of completion of a university undergraduate degree and at least six degree credit courses/18 credit units in the TESL field, or completion of a degree plus the same amount of TESL-specific training in a non-degree program that demonstrated proof of a degree credit standard of depth and rigour. CERTESL graduates with undergraduate degrees met this standard.

TESL Alberta no longer provides its own accreditation services. As of this manual's date of publication in October 2019, new ESL teachers in Alberta are advised to contact TESL Canada (www.tesl.ca) to obtain TESL Canada certification.

CERTESL 's Undergraduate Certificate provides 23 credit units, five more than ATESL accreditation required.

CERTESL for Teaching in Ontario

Ontario has a complex TESL environment with many teacher training programs competing for registrants. Both TESL Ontario (which influences employment standards in most adult ESL programs, including but not only in federally funded LINC and ELT programs) and the Ontario College of Teachers (which sets licensure and Additional Qualification standards for K-12 teachers employed by school boards) have established accreditation standards for teachers of ESL. Because the TESL Ontario and Ontario College of Teachers (OCT) sets of standards differ in some key respects, an Ontario teacher must consider their TESL training path carefully.

Adult ESL Credentialing: TESL Ontario

If you are interested in teaching in Ontario-based adult ESL programs, we strongly advise you to meet the accreditation requirements of TESL Ontario's OCELT professional designation, which can be found at www.teslontario.org.

TESL Ontario's OCELT standard equates in terms of hours to TESL Canada's Standard 2, but provides a much more detailed rubric of content requirements and also sets a more formal standard for depth and rigour than TESL

Canada does for Standard 2. In general, training must be carried out in a program that has been formally recognized by TESL Ontario, although provisions exist for Prior Learning Assessment Recognition (PLAR) of formal training and workplace-based learning obtained in other program contexts. TESL Ontario PLAR is discussed in more depth below.

TESL Ontario also has a shorter credential, CTESOL, which equates to TESL Canada Standard 1 in terms of hours, but again requires more depth and rigour and somewhat more explicit content specifications. CTESOL is really intended for people planning to teach outside of Canada and in some Canadian provinces other than Ontario where markets less competitive than Ontario's exist.

Both OCELT and CTESOL require completion of a university degree and, for additional-language speakers of English, proof of an English proficiency standard of at least 7.0 in all bands on the IELTS – Academic, or the equivalent on another measure of academic English proficiency acceptable to TESL Ontario as listed on their website.

TESL Ontario accreditants at both the CTESOL and OCELT levels must renew their accreditation annually, on the basis of continued professional learning.

As noted above, some venues in Ontario may engage ESL teachers who do not meet TESL Ontario's standards. Some of these programs are Languages Canada members (www.languagescanada.ca) and therefore require teachers who have training at least equivalent to TESL Canada Standard 1 and CTESOL. Some are high-stakes programs, either private or college based; if they do not insist on TESL Ontario accreditation, most of them at least insist on TESL Canada Standard 2 or 3 if the local supply of well-trained ESL instructors allows them to be that ambitious. TESL Ontario has invested decades of hard work in promoting high standards for English Language teaching, so in most parts of the province, funder and employer expectations are high.

Should you be offered a language teaching position at an Ontario venue that does not require even the absolute minimum level of training required for TESL Canada Standard 1 or CTESOL certification, we recommend that you check it out very carefully for your own protection. If employers are willing to compromise on the potential quality of instructors, they may lack other professional standards and ethics as well.

CERTESL graduates must meet particular specifications during training in order to receive TESL Ontario certification upon completion of their studies. These specifications are described in the following sections.

CERTESL Undergraduate Certificate and OCELT

Academic Contact and Practicum Hours

As of May 2019, all new CERTESL students must enroll in the Undergraduate Certificate and complete all components required by OCELT in order to graduate. As noted above, all components now have degree credit status. ECUR 331.3 – Materials and Assessment in ELT is required for all CERTESL students who are planning to go into adult ESL education in Canada. The practicum courses must be carried out in a Canadian adult context, unless the candidate either has 500 hours of documented successful Canadian experience, or has no intent to accredit with TESL Ontario or TESL Canada.

All adult educators in the Undergraduate Certificate must complete ECUR 331.3 either before or concurrently with their practicum. This meets both OCELT expectations and LINC/ELT employer needs.

As defined for degree credit purposes at the University of Saskatchewan, CERTESL's core undergraduate program provides 256 academic contact hours and 50 supervised practicum hours with 30 hours of observation and 20 hours of supervised teaching, a total of 306 degree-credit hours.

Path of Study

TESL Ontario OCELT requires the following nine CERTESL courses:

1. ECUR 291.3 – Introduction to TESL/TEAL
2. ECUR 292.3 – The Structure of English for Language Teaching
3. ECUR 391.3 – Theory of Second/Additional Language Learning and Methods of Skills Development
4. ECUR 331.3 – Materials and Assessment in ELT
5. Choice of:
 - a. ECUR 339.3 – TESL for Adult Literacy Learners, OR
 - b. ECUR 448.3 – Professional Project in ELT
6. ECUR 393.3 – Advanced Methods in TESL/TEAL
7. ECUR 445.1 – Observations Across CERTESL
8. ECUR 446.3 – Supervised Practicum in ELT
9. ECUR 447.1 – Practicum Additional Hours

As noted above, 10 of the guided classroom observation hours must be carried out in ECUR 445.1 prior to practicum enrollment. The rest of the observation and all of the supervised practice teaching takes place in the courses ECUR 446.3 and ECUR 447.1, which together consist of 19 academic contact hours, 30 guided classroom observation hours and 20 supervised teaching hours.

Assignment Adaptations

CERTESL course assignments created by TESL Ontario accreditation candidates must be based on adult learning situations, using adult LINC (Language Instruction for Newcomers to Canada), ELT, ESL foundational literacy, EAP (Academic Purposes) or employment- related ESL program settings. Interviews and observations carried out in ECUR 391.3 and ECUR 445.1 should be based on adult ESL, EAP, LINC or ELT /workplace-based settings.

OCELT Practicum Requirements

As noted above, TESL Ontario requires substantial classroom observation and teaching than TESL Canada Standard 1 parameters. CERTESL's students, including those in Ontario, therefore complete a Practicum Additional Hours mini-course, ECUR 447.1, for which concurrent registration is required.

CERTESL students must also complete 10 hours of classroom observations before applying to register in ECUR 446.3. These 10 hours are an integral part of the total practicum. Students in the Undergraduate Certificate must register in ECUR 445.1 concurrently with ECUR 391.3. TESL Ontario requires that the observation hours take place in at least two different types of adult ESL training venues, in the classrooms of teachers whose training approximates TESL Ontario accreditation standards. If most observation hours take place in a LINC context, for instance, at least two hours need to occur in another program such as an English for Academic Purposes, community-based, private ESL, or overseas adult ESL program.

At least half of the supervised teaching hours in a practicum for TESL Ontario must be located within Canada, so if future Ontario teachers in CERTESL are working overseas and can find well-trained teachers to observe, the pre-practicum ECUR 445.1 portion of the observations may be carried out in their adult ELT classrooms. Under TESL Ontario terms, it is also possible to carry out half of the teaching hours in such a venue; however, CERTESL's 13-week distance term structure does not work well with such a split of locations so this is discouraged.

During your enrollment in ECUR 446.3 and ECUR 447.1, your observations and teaching must take place under the guidance of a Local Supervisor/Sponsor Teacher who meets TESL Ontario's training and university degree

requirements and has at least three years (2400 hours) of ESL classroom teaching experience, or who has a university degree and was accredited by TESL Ontario under “grandfathering” provisions which were in place until June 30, 2002. The Local Supervisor does not necessarily need TESL Ontario accreditation, but his or her training must be equal to or greater than the amount TESL Ontario now requires for OCELT-level accreditation. If no suitably trained candidate with three years of experience is available, we may compromise to the extent of accepting only 2000 hours of experience, provided the nominated teacher comes well-recommended. For OCELT purposes, we cannot compromise on the extent of training required by Local Supervisors/Sponsor Teachers.

If you wish to carry out your practicum for TESL Ontario OCELT accreditation purposes, you should discuss your proposed supervision and placement option in advance with the CERTESL Academic Coordinator. If your supervision and placement proposal does not meet TESL Ontario’s usual expectations, you will need to make a different choice. If you are located in Ontario but have plans that do not require completion of a practicum that meets OCELT requirements, you will need to provide a formal statement to that effect before we will let you carry out the practicum with a supervisor who meets only TESL Canada’s Standard 1 training requirements.

Please note that some teachers who earned TESL Ontario accreditation prior to 2002 do not have university degrees. **Non-degreed individuals are not able to serve as Local Supervisors.**

Most CERTESL students carry out ECUR 446.3 and 447.1 under the supervision of one approved sponsor-teacher. You may nominate two teachers if they work together in the same program. In that case, one will submit the two reports and receive the honorarium for ECUR 446.3 and the other will submit the single report and receive the smaller honorarium for ECUR 447.1.

To register for ECUR 446.3 and 447.1, you will follow normal CERTESL registration procedures using the PAWS system; however, you must have your practicum supervisor(s) approved by the CERTESL program before being given any registration permissions.

If you have completed the equivalent of ECUR 447.1 – Practicum Additional Hours (10 hours each of observation and teaching) in another TESL program recognized by TESL Ontario or TESL Canada, under conditions similar to those specified above, you may be eligible for transfer credit in lieu of ECUR 447.1.

In the Undergraduate Certificate, we cannot waive ECUR 447.1 on the basis of substantial documented successful ESL teaching experience because formal degree credit cannot be awarded via simple waiver. An experienced teacher may now choose to request credit for 447.1 on the basis of Prior Learning Assessment and Recognition (PLAR) based on their experience, but must still formally register in and pay tuition for 447.1 in order for formal credit to be awarded following assessment of documentation. For OCELT candidates, we can award 447.1 credit only if all TESL Ontario expectations are met, including the minimum requirement of 500 adult ESL teaching hours in Canada if the candidate wishes to carry out ECUR 446.3 outside of Canada.

Please consult the CERTESL Academic Coordinator if you have completed practicum hours that you believe might be eligible either for ECUR 447.1 transfer credit, or professional teaching hours that may make you eligible for ECUR 447.1 PLAR. If the hours were completed with learners who were not adults, or in EFL courses delivered for high school credit, the hours will not be acceptable to TESL Ontario; however, hours completed with adult ESL/EFL learners may prove acceptable as long as standards approximate those set by TESL Ontario.

Experience and Project in Lieu of Practicum

In past years, it has been possible for an experience teacher to substitute the Professional Project for the Supervised Practicum on the basis of documentation of successful experience. It is still possible to substitute the

Project for the Practicum in the Undergraduate Certificate for TESL Ontario purposes, but only if we can make a formal award of credit for ECUR 447.1 specifically on the basis of a PLAR assessment of relevant experience.

Elective Choices

For TESL Ontario purposes, you have two choices within CERTESL for your seventh course in the program: ECUR 448.3 (Professional Project) and ECUR 339.3 (TESL for Adult Literacy Learners). Permission may be granted for another University of Saskatchewan course to be used as the elective, as long as the choice is consistent with TESL Ontario's mandate. Due to degree-credit requirements of the Undergraduate Certificate, you cannot use a non-University of Saskatchewan course from a different training program as the elective unless you can be awarded transfer credit for it. You will need to consult the CERTESL Academic Coordinator in advance and obtain a letter of approval that will demonstrate its suitability to TESL Ontario. It is possible to receive TESL Ontario elective support for a course that cannot be awarded University of Saskatchewan transfer credit; however, students who cannot receive transfer credit in lieu of a University of Saskatchewan elective are not eligible for graduation from the CERTESL program even though they will have met their professional association's requirements.

ECUR 339.3 (TESL for Adult Literacy Learners) is probably the most useful elective choice for people planning to work with lower-level learners in LINC or pre-LINC programs. This course was developed as a direct response to needs expressed by instructors and CERTESL students who observed, volunteered, and taught in LINC and other second/additional language programs with learners who lacked literacy and numeracy skills in their first languages. The course was created with financial assistance from Human Resources and Social Development Canada and Saskatchewan Intergovernmental Affairs, as both agencies regard literacy as an essential tool in the adaptation of immigrants and refugees to Canadian society. For the same reasons, TESL Ontario encourages provincial accreditation candidates in CERTESL to select ECUR 339.3. If you register in ECUR 339.3 for TESL Ontario accreditation purposes, make sure that you focus your assignments for that course on adult English language learning contexts.

ECUR 448.3 (Professional Project in ELT) is also acceptable to TESL Ontario provided the CERTESL student selects a focus that will be useful in Ontario adult contexts. ECUR 448.3 allows students to create curriculum or do research while enabling them to meet specific real needs of present or future students. Research projects should deal with an issue of practical significance in an ESL learning environment, and can focus either on relevant literature or on field-based investigation. Curriculum projects should be grounded in classroom-based needs assessment. For TESL Ontario purposes, the Professional Project (like the Supervised Practicum) should be directed at particular contexts and themes relevant to adults learning English in Canada, especially those in a LINC or employment-related context, with specific reference to the TESL Ontario training rubric. Generally speaking, the Professional Project works best for students with teaching experience who have a strong interest in particular research or curriculum development because of some real-life challenge they have encountered. Genuine inspiration is the best precondition for a successful project.

Projects created by TESL Ontario accreditation candidates should incorporate one or more of the following areas of interest related to language learning:

- Literacy learning in adult ELT
- Curriculum needs of adult ELT learners in Canada, including but not limited to LINC curriculum
- Assessment for adult ELT learners in Canada, including but not limited to Portfolio Based Language Assessment (PBLA)
- Barriers to success of immigrants or refugees in English language learning
- Barriers to participation by immigrants or refugees in Canadian society
- The immigrant learner and cultural pluralism in Canadian society
- Equality issues and the immigrant or refugee learner
- Influences of culture of origin on language learning

- Applications of the Canadian Language Benchmarks and Portfolio Based Language Assessment to immigrant or refugee learner needs
- Language and the Workplace
- Topics related to adult English for Academic Purposes learners planning to attend regular postsecondary programs in Canada.

Note that some types of research projects dealing with human subjects require formal ethics approval, through the University's Ethics Approval system, through the institution at which the research is taking place, or both. As the Professional Project takes place over a single 13-week term, you may not be able to obtain such approval(s) within the timeframe available. Please consult your instructor as early as possible in case your idea requires such approval, and be ready to adjust it if the ethics approval you may need will require more time than you have.

Instructors of ECUR 448.3 have experience as researchers, assessors and curriculum developers. Therefore, they are well able to provide guidance to you as you decide on your topic and develop your Professional Project.

Prior Learning Assessment and Recognition by TESL Ontario for OCELT

If you are an adult TESL educator who has already obtained reputable TESL/TEFL training outside of a TESL Ontario-approved training program, and if you are now considering additional training in order to meet TESL Ontario's OCELT requirements, please consult TESL Ontario's Accreditation Services office before making any decisions about program enrolment. You may find that you are eligible to be referred by TESL Ontario for Prior Learning Assessment and Recognition (PLAR).

An OCELT-PLAR process can be time consuming, but not as potentially time-consuming or expensive as repeating a whole program of study unnecessarily. If the PLAR adjudication reveals specific gaps between the adjudicant's training and TESL Ontario's precise requirements, the adjudication report will recommend specific additional categories of training that can be completed in order to qualify for accreditation. The PLAR adjudicant will not have to complete a whole approved program, only the particular required pieces that his or her original training program, combined with other courses, professional development, and workplace-based learning, did not cover.

To be eligible for OCELT-PLAR, a candidate must be able to document at least 150 academic contact hours of reputable training in the TESL field. If you have fewer than 250 academic contact hours or are missing some required content, the adjudicator will inform you of the hours and/or content gaps that need to be filled. The adjudicator will also assess your experience to determine whether you need a full or partial adult practicum to be carried out in Canada. Once you have your assessment, you will be able to arrange any additional academic or practicum learning that you need through a number of TESL Ontario-approved programs, including CERTESL.

Information on TESL Ontario PLAR for OCELT purposes can be found online at www.teslontario.org/accreditation.

CERTESL Partial Program and CTESOL

TESL Ontario also certifies teachers under the less extensive parameters of CTESOL. CTESOL is a response to the needs of some Ontario ESL teachers and trainee-teachers who are planning to teach in venues that do not require all of OCELT's expectations. Such venues include **some** (not all) private language schools, private career colleges, and cost-recovery ESL and EAP programs at colleges and universities in some parts of Ontario or other parts of Canada, and a variety of contexts abroad. TESL Ontario has therefore endorsed several reputable Ontario-based programs as meeting or exceeding a standard similar in terms of hours to TESL Canada Standard 1 (100 academic, 10 observation, and 10 supervised practice teaching hours). As these programs tend to consist of the earlier components of programs approved for OCELT, the standard is somewhat more explicit in its expectations than TESL Canada Standard 1.

CTESOL Path of Study in CERTESL

CERTESL is in the process of applying for CTESOL recognition on the basis of the same reduced content as for TESL Canada Standard 1:

1. ECUR 291.3 – Introduction to TESL/TEAL
2. ECUR 292.3 – The Structure of English for Language Teaching
3. ECUR 391.3 – Theory of Second/Additional Language Learning and Methods of Skills Development
4. ECUR 331.3 – Materials and Assessment in ELT
5. ECUR 445.1 – Observations Across CERTESL
6. ECUR 446.3 – Supervised Practicum in ELT

This partial set of CERTESL courses provides 175 academic contact hours, 20 guided observation hours and 10 supervised practice teaching hours. It substantially exceeds the minimum requirements for CTESOL, but is necessary given the prerequisite/co-requisite requirements now in place for CERTESL's ECUR 446.3 – Supervised Practicum.

Note that students who complete only an abbreviated portion of CERTESL program are not eligible for graduation from CERTESL even though they may have met their desired professional requirements.

Information about applying for CTESOL is online at <https://www.teslontario.org/application-ctesol>.

K to 12 ESL: The Ontario College of Teachers

ESL Additional Qualifications

The Ontario College of Teachers (OCT) has mandated a specific postgraduate ESL Additional Qualification program comprised of the courses ESL Part I, ESL Part II and ESL Specialist. This 375-hour program (one full academic year of after-degree university study) is offered to elementary and secondary teachers at a number of Ontario universities. Information about these and other Additional Qualification options for Ontario K-12 teachers can be located at OCT's website, www.oct.ca.

A combination of three CERTESL degree-credit courses (ECUR 291.3, 391.3 and 393.3) has, in previous years, been accepted by OCT in lieu of ESL Part I. However, because OCT's expectations are revised periodically, each application is assessed independently, rather than being accepted on the basis of precedent.

With the launch of the University of Saskatchewan's Post-Degree Certificate in EAL Education (PDCEAL) in 2017, it may be possible to obtain OCT's ESL Part 2 Additional Qualification on the basis of ECUR 291.3, 391.3, 393.3, 415.3, 490.3, and 492.3. However, this possibility has not yet been tested by applicants.

Any Ontario K-12 teacher who wishes to pursue an OCT Additional Qualification certificate endorsement should consult an OCT advisor before deciding to register in any course not officially mandated by OCT. If the OCT-mandated ESL Parts I, II, and Specialist courses are offered by a university in your area, that may prove a more suitable choice for you as a K-12 teacher in Ontario in terms of both OCT policy and in terms of completion timelines than the part-time distance schedule available at the University of Saskatchewan. In some years, it is also possible to complete distance-delivered versions of ESL Parts I and II through Queen's University in Kingston.

The OCT – TESL Ontario Interface

ESL Parts I and II provide the same number of academic contact hours (250) that TESL Ontario requires. However, TESL Ontario accreditation is directed wholly at the adult ESL market. As ESL Parts I and II are oriented to K-12 instruction rather than adult education, teachers who want to work with adult learners but have completed ESL Parts I and II rather than CERTESL or another TESL Ontario-approved program need to go through the additional process of Prior Learning Assessment and Recognition (PLAR). Usually the adjudicator finds that for TESL Ontario purposes, the ESL Part I and II completer needs some additional academic training in areas relevant to adult ESL teaching in Canada, and an adult practicum.

Information about TESL Ontario PLAR can be found at the end of the TESL Ontario-OCELT section above.

Should ECUR 291.3, 391.3 and 393.3, with their balance between adult and K-12 focus, continue to remain acceptable to OCT for the ESL Part I endorsement for elementary/secondary education, they have the added advantage of being accepted by TESL Ontario for adult ESL education. The PDCEAL's ECUR 415.3, 490.3 and 492.3, however, are not suitable for TESL Ontario because those courses focus exclusively on learners integrated into K-12 institutional and curricular settings.

CERTESL for Teaching In Saskatchewan

CERTESL is accepted by two accrediting bodies in Saskatchewan: TESL Saskatchewan (Teachers of English as a Subsequent Language of Saskatchewan), the provincial association of ESL/EAL/ELD educators; and the Saskatchewan Professional Teachers Regulatory Board (SPTRB), the body which controls standards of teacher certification for the Public and Separate K-12 school systems. The University of Saskatchewan offers a Postdegree Certificate in EAL Education (PDCEAL) that overlaps with CERTESL and replaces the extended 10-course AQC version of CERTESL for students beginning their programs after September 2016.

TESL Saskatchewan: TESL/TEAL Accreditation for Adult and K to 12 Teachers

TESL Saskatchewan accredits teachers of ESL/EAL, in both adult and in K-12 education, who have university degrees and significant postsecondary training relevant to TESL/TEAL. For K-12 purposes, this accreditation is in addition to, not a replacement for, a K-12 teaching certificate issued by the Saskatchewan Professional Teachers Regulatory Board. For adult programs, however, some level of TESL Saskatchewan accreditation is appropriate.

TESL Saskatchewan accreditants must re-apply for accreditation every five years on the basis of at least 25 documented hours of inservice learning relevant to the TESL field.

Prior to May 1, 2018, TESL Saskatchewan had only one level of accreditation, and allowed teachers to apply for accreditation either on the basis of six TESL-specific courses (240 academic contact hours), or on the basis of a combination of at least three TESL-specific courses and up to three courses in related areas of study. Practica were not required. However, significant changes were made in 2018 to bring TESL Saskatchewan more in line with TESL Canada, TESL Ontario and employer expectations, without compromising Saskatchewan's emphasis on degree-credit levels of depth and rigor. The changes also recognized increasing expectations in the K-12 sector.

The current TESL Saskatchewan standards are detailed at www.teslsask.com.

TESL Saskatchewan is more flexible than TESL Canada and TESL Ontario in three ways:

1. TESL Saskatchewan accreditation does not distinguish between adult or K-12 training and experience;

2. TESL Saskatchewan accreditation does not approve candidates on the basis of specific programs of study; instead, each case is examined individually; and
3. TESL Saskatchewan's content expectations are more general than TESL Ontario's; teachers are expected to have a balance of theoretical, methodological and English language structural skill and knowledge but no particular content is prescribed as long as the essential balance is maintained. (Of course, this does not mean that employers will be similarly relaxed about specific content types).

TESL Saskatchewan is less flexible than TESL Canada in two ways:

1. Unlike TESL Canada, TESL Saskatchewan requires that ELT coursework matches degree-credit standards of depth and rigor. A limited amount of allowance may be made for specific employer priorities such as PBLA training which may not carry formal credit.
2. Unlike TESL Canada, TESL Saskatchewan requires that either the practicum or substantial experience must take place in a Canadian program setting.

Courses do not necessarily have to be from degree programs for accreditation at TESL Saskatchewan Standard 1 - Introductory or Standard 2 - Competency, but it is necessary to demonstrate that the depth and rigor of non-degree coursework has been comparable to that of degree credit coursework.

TESL Saskatchewan Standard 1 - Introductory

The introductory level of TESL Saskatchewan accreditation consists of at least three courses/nine credit units/120 hours of training in TESL theory, methodology, and knowledge of language structure including a practicum consisting of at least 20 hours (10 guided observation, 10 teaching) in a Canadian venue, or documentation of at least 1000 verifiable successful hours as the teacher in charge of an ESL classroom. Training must take place in a venue that meets degree-credit expectations of depth and rigour.

TESL Saskatchewan states that the Introductory level of accreditation is suitable only for education assistants or tutors working under the advisement or supervision of teachers who meet or exceed Standard 2 expectations, or for K-12 content area teachers who have B.Ed. degrees and work with EAL learners integrated into mainstream classrooms. As many rural and remote programs have trouble finding teachers who meet even Introductory requirements, some teachers who meet only the baseline Introductory requirements may be able to find at least temporary or part-time ESL/EAL teaching positions. However, TESL Saskatchewan has made it clear that minimal skills are not appropriate given the high levels of competence needed to work effectively with English language learners.

To achieve the Introductory level, Undergraduate Certificate CERTESL and PDCEAL students must meet the following minimum standard:

1. ECUR 291.3 – Introduction to TESL/TEAL
2. ECUR 292.3 – The Structure of English for Language Teaching
3. ECUR 391.3 – Theory of Second/Additional Language Learning and Methods of Skills Development
4. 1000 hours of documented successful ESL teaching experience in lieu of a practicum

Note that although TESL Saskatchewan will accept a practicum rather than experience as part of the Introductory standard, within the Undergraduate Certificate it is not possible to complete ECUR 446.3 – Supervised Practicum in ELT without previously completing ECUR 445.1 – Observations Across CERTESL, or concurrently completing ECUR 331.3 – Materials and Assessment in ELT (for adult educators) or 415.3 – Current Issues in EAL (for K-12 educators), and that if you expect to obtain the Undergraduate Certificate, ECUR 447.1 – Practicum Additional Hours must be completed concurrently with ECUR 446.3. Undergraduate Certificate students aiming at Introductory accreditation

who do not have substantial ESL teaching experience, therefore, must complete more than the minimum requirements:

1. ECUR 291.3 – Introduction to TESL/TEAL
2. ECUR 292.3 – The Structure of English for Language Teaching
3. ECUR 391.3 – Theory of Second/Additional Language Learning and Methods of Skills Development
4. Choice of:
 - a. ECUR 331.3 – Materials and Assessment in ELT (Adult), OR
 - b. ECUR 415.3 – Current Issues in EAL (K-12)
5. ECUR 445.1 – Observations Across CERTESL
6. ECUR 446.3 – Supervised Practicum in ELT

After receiving Introductory status, teachers must maintain it through documentation of at least 25 hours of relevant inservice learning in each five year reaccreditation period. Note that students who complete only an abbreviated program are not eligible for graduation from the CERTESL program even though they may have met their Standard 1 – Introductory requirements.

TESL Saskatchewan Standard 2 - Competency

TESL Saskatchewan's new Standard 2 - Competency level requires 250 hours of academic training from an appropriate postsecondary institution, at a degree-credit level of depth and rigor and balancing TESL theory, methodology and knowledge of language structure. *In addition*, accreditation candidates must either complete a practicum of at least 30 guided observation and 20 supervised practice teaching hours, or document at least 1000 hours of successful experience as the teacher in charge of an ESL classroom. The practicum or documented experience must take place in Canada.

Standard 2 – Competency contains two subcategories: Basic and Senior. The Basic category allows accreditation immediately upon completion of training but requires that the teacher be able to verify at least 750 classroom teaching hours, as well as 25 inservice learning hours, in order to maintain Competency status. Teachers accredited at the Standard 2 level can receive Senior status if they have taught successfully for at least 2000 verifiable hours, and thereafter need only meet the requirement of 25 inservice learning hours during each five year period to maintain their Standard 2 Senior status.

After receiving Competency status, teachers must maintain it through documentation of at least 25 hours of relevant inservice learning in each five year reaccreditation period.

TESL Saskatchewan recommends the Competency level as a suitable minimum level of training for ESL/EAL classroom teachers.

For Competency, students in the Undergraduate Certificate must complete the program's full completion requirements:

1. ECUR 291.3 – Introduction to TESL/TEAL
2. ECUR 292.3 – The Structure of English for Language Teaching
3. ECUR 391.3 – Theory of Second/Additional Language Learning and Methods of Skills Development
4. ECUR 445.1 – Observations Across CERTESL
5. ECUR 331.3 – Materials and Assessment in ELT, OR
6. ECUR 393.3 – Advanced Methods in TESL/TEAL
7. ECUR 446.3 – Supervised Practicum in ELT
8. ECUR 447.1 – Practicum Additional Hours

9. Choice of:
 - a. ECUR 339.3 – TESL for Adult Literacy Learners, OR
 - b. ECUR 448.3 – Professional Project in ELT

The academic coursework of the PDCEAL is also accepted for Competency, but PDCEAL completers must also either complete a practicum, or document 1000 hours of successful ESL/EAL classroom teaching experience in lieu of practicum, and must include a course in English Language Structure such as ECUR 292.3 either as an elective in his or her PDCEAL program or in addition to the PDCEAL to meet the practicum/practicum waiver and English language structural knowledge components of TESL Saskatchewan requirements.

TESL Saskatchewan Standard 3 - Mastery

Mastery-level accreditation requires more than just a Master's or PhD in the TESL field. In addition to the Standard 2 - Competency baseline of 250 academic hours and 50 practicum hours, the Master's or PhD program must provide at least 21 credits (273 academic contact hours) in the area of TESL or Applied Linguistics with a TESL focus, and a research component (Thesis or Project) consisting of at least 6 credits (78 academic contact hours) including a research methods course, a total of 30 TESL-focused credits.

After receiving Mastery status, teachers must maintain it through documentation of at least 25 hours of relevant inservice learning in each five year reaccreditation period.

If the Master's program is the only training completed, or if it is a purely course-based Master's without a research course and either a thesis or substantial capstone project, it may not meet the requirements of the Mastery standard; the candidate may only be able to receive Standard 2 – Competency.

Mastery also requires at least 3500 verifiable hours of successful experience as the teacher in charge of ESL classrooms, with some allowance for administrative, research, curriculum, or teacher training experience in the service of English language learners.

The Mastery level is strongly encouraged for those who want to serve as leaders in the TESL/TEAL field, such as senior program leaders, curriculum specialists, teacher trainers, or researchers.

For Mastery, CERTESL and PDCEAL completers must go on to complete a TESL Master's program with thesis or project, as well as accumulating substantial documented successful professional experience.

K to 12: SPTRB (Saskatchewan Professional Teachers Regulatory Board) and Your School Division

Decisions about the eligibility of a K-12 teacher for provincial K-12 certification, and the level of such certification, are made by SPTRB (www.sptrb.sk.ca). In order to qualify for a permanent certificate to teach in Saskatchewan K-12 schools, a teacher must have a Bachelor's degree or postgraduate-level credential in Education. If the teacher's B.Ed. was earned in a K-12 jurisdiction other than Saskatchewan, he or she may be required by SPTRB to complete some additional coursework within a Saskatchewan-based B.Ed. program in order to meet the provincial K-12 standard. For instance, teachers moving to Saskatchewan from other provinces must often take one or two additional courses in Saskatchewan educational administration and/or supplemental curriculum courses. Teachers entering Saskatchewan from other countries may need to complete more, such as the University of Saskatchewan's Internationally Educated Teachers Certificate (IETC), depending on the extent of differences between teacher training in Saskatchewan and teacher training in the candidate's home jurisdiction.

Once SPTRB requirements have been satisfied, a B.Ed. degree by itself places a Saskatchewan teacher in Class 4 of the six-step provincial K-12 salary grid. In order to advance to Class 5 and a substantial raise in pay, a teacher may complete a B.A. or B.Sc. degree, or take 30 credits (ten 3-credit courses, or one academic year) of approved courses in a single specialization area that will qualify him or her for an Additional Qualification Certificate (AQC). All 10 courses in an AQC must be completed in addition to the B.Ed., not overlapping with the B.Ed.

Advancement from Class 5 to Class 6, the highest level of the salary grid, requires 30 credit hours of postgraduate credit study (in Western Canada, usually courses with numbers in the 600, 800 or 900 ranges, although the 400-level final year of a B.A. Honours degree will also be accepted for Class 6 if the major is in a teachable area such as English or Mathematics). Someone who has achieved Class 5 on the basis of 30 postgraduate credits (for instance, courses in a Master's program) or on the basis of a B.A. Honours can move to Class 6 with an AQC composed of upper-year undergraduate or 500-level courses. However, note that two AQC's made up of upper-year or 500-level courses do **not** qualify a Saskatchewan K-12 teacher for Class 6.

At the University of Saskatchewan, K-12 teachers who began training after September 2016 with the intent of achieving an AQC in Teaching English as an Additional Language must pursue the Post-Degree Certificate in EAL Education (PDCEAL). For PDCEAL information, please contact eal.inquiries@usask.ca.

The PDCEAL consists of the following components:

1. ECUR 291.3 – Introduction to TESL
2. ECUR 391.3 – Theory of Second/Additional Language Learning and Methods of Skills Development
3. ECUR 393.3 – Advanced Methods in TESL/TEAL
4. ECUR 415.3 – Current Issues in EAL
5. ECUR 490.3 – Language Content: Instructional Approaches for EAL Learners
6. ECUR 492.3 – Approaches to Assessment with EAL Learners
7. ECUR 493.3 – Individual Project: EAL
8. Language learning experience - three credits in the learning of a second language other than English
9. One elective approved by the Department of Curriculum Studies*
10. One elective approved by the Department of Curriculum Studies*

* The approved list of ELT-specific electives for the PDCEAL includes ECUR 292.3 – The Structure of English for Language Teaching and ECUR 375.3 – English Language Development for Indigenous Learners. On a case-by-case basis, ECUR 339.3 – TESL for Adult Literacy Learners or ECUR 331.3 – Materials and Assessment in TESL may be permitted, such as for high school teachers working with less-literate older teens who are bridging to employment rather than to postsecondary studies.

2. Integrated Program Component in TEAL

The Integrated Program Component (IPC) option requires special approval to be obtained *in advance* from both the candidate's Board of Education and the SPTRB. Teachers who are planning to follow the IPC Path seek permission from their Board and SPTRB to do so and, once their IPC programs have been approved, they take their courses as PDCEAL students rather than CERTESL students. Teachers who are not currently employed in a K-12 school division may not apply to do the IPC path because of the requirement that their school board approve their program proposal. This is because the IPC is intended to fill identified needs within a particular school division.

A candidate whose plan has been approved will take six PDCEAL courses that serve as the Integrated Program Component (IPC):

1. ECUR 291.3 – Introduction to TESL/TEAL

2. ECUR 391.3 – Theory of Second/Additional Language Learning and Methods of Skills Development
3. ECUR 393.3 – Advanced Methods in TESL/TEAL
4. ECUR 415.3 – Current Issues in EAL
5. ECUR 490.3 – Language and Content: Instructional Approaches for EAL Learners
6. ECUR 492.3 – Approaches to Assessment with EAL Learners

If the candidate completed ECUR 291.3 or 391.3 within their B.Ed., the PDCEAL academic advisor will assist them to identify suitable alternative ELT courses to be completed as part of the IPC.

The candidate will then take four additional upper-year (300 or 400 level) or post-degree (500 or higher) courses in another subject area or areas that his or her employing Board of Education has approved on the basis of usefulness to the school division. Possible secondary concentrations for the Integrated Program Component AQC can include teaching of other languages, intercultural education, Indigenous education, global education, special education or counselling. Other secondary focuses may also be possible with approval from the employing school division.

Within the TESL/TEAL requirements included in the PDCEAL-based full AQC and Integrated Program Component paths, some course substitution options may exist. However, these must be approved in advance by the Academic Coordinator of the PDCEAL program, with agreement from the Department Head of Curriculum Studies, as well as by SPTRB and the employing school board in the case of individually approved IPC plans. IPC candidates who wish to change their approved individual plans must obtain consent from SPTRB and their employing school board as well as from the PDCEAL Academic Coordinator. The CERTESL Academic Coordinator may provide advice to PDCEAL students about possible alternatives, but cannot approve changes for any AQC candidate who is enrolled in the PDCEAL rather than the pre-September 2016 CERTESL-based AQC path.

Part 3: CERTESL (Certificate of Successful Completion)

This section applies only to students admitted to the CERTESL program prior to May 2019 who are using this document for review of their specific requirements. Note that all other students should entirely omit this section of the document.

If anything relevant to your situation is unclear in this manual, please contact the CERTESL Academic Coordinator who will welcome your questions.

The University of Saskatchewan's six course Certificate of Successful Completion in Teaching English as Second Language (CERTESL) consists of the following courses:

1. ECUR 291.3 – Introduction to TESL/TEAL (*formerly TESL 21*)
2. ECUR 292.3 – The Structure of English for Language Teaching (*formerly TESL 333.3 or TESL 33*)
3. ECUR 391.3 – Theory of Second/Additional Language Learning and Methods of Skills Development (*formerly TESL 31*)
4. Choice of;
 - a. ECUR 331.3 – Materials and Assessment in ELT (*formerly TESL 32*), OR
 - b. ECUR 339.3 – TESL for Adult Literacy Learners (*formerly TESL 36*)
5. ECUR 393.3 – Advanced Methods in TESL/TEAL (*formerly TESL 35*)
6. Choice of;
 - a. ECUR 446.3 – Supervised Practicum in ELT (*formerly TESL 442.3 or TESL 42*), OR for those with a B.Ed.
 - b. ECUR 448.3 – Professional Project in ELT (*formerly TESL 43*)

CERTESL students must also complete 10 hours of classroom observations before applying to register in ECUR 446.3. These 10 hours are an integral part of the total practicum. Students in the Certificate of Successful completion have the option of completing Observations Across CERTESL independently at no cost or to request permission to register in ECUR 445.1 prior to requesting permission to complete the practicum course(s). If you have any questions about the observations, please contact the CERTESL Academic Coordinator.

We anticipate that the last Certificate of Successful Completion student will complete CERTESL by April 2024.

Original CERTESL for TESL Canada Certification

CERTESL and Standard 1: Certificate of Successful Completion

CERTESL's original Certificate of Successful Completion core program provided double the TESL Canada Standard 1 requirements: a minimum of 220 academic contact hours (defined under non-degree credit terms) in addition to 30 supervised practicum hours (20 hours of ELT classroom observation and 10 hours of supervised teaching), for a total of 250 training hours. Content has been delivered at a degree-credit level of depth and rigor, another way in which the Certificate of Successful Completion exceeds TESL Canada Standard 1 requirements. CERTESL graduates must include ECUR 446.3 – Supervised Practicum (*formerly TESL 442.3 or TESL 42*) in their program and must carry it out in an adult ESL/EFL setting, unless they can document at least 1000 hours of successful adult ESL teaching experience. In such cases, CERTESL students may receive special permission to complete ECUR 448.3 – Professional Project (*formerly TESL 43*) as their final or “capstone” course rather than the Supervised Practicum, and TESL Canada will accept the documented experience in lieu of the practicum.

CERTESL students have occasionally, on application, received TESL Canada Standard 1 interim certification upon documentation of successful completion of only five CERTESL components:

1. ECUR 291.3 – Introduction to TESL/TEAL (*formerly TESL 21*)
2. ECUR 292.3 – The Structure of English for Language Teaching (*formerly TESL 333.3 or TESL 33*)
3. ECUR 391.3 – Theory of Second/Additional Language Learning and Methods of Skills Development (*formerly TESL 31*)
4. Observations Across CERTESL (*independent non-course*)
5. ECUR 446.3 – Supervised Practicum in ELT (*formerly TESL 442.3 or TESL 42*)

This selection of components provides slightly more academic and practicum observation time than TESL Canada's minimum Standard 1 requirement: 140 academic contact hours, 20 observation hours and 10 supervised practice teaching hours, a total of 170 hours, very competitive in the Standard 1 employment market. Note that students who complete only an abbreviated program are not eligible for graduation from the CERTESL program even though they will have met their professional requirements.

CERTESL and Standard 2: Certificate of Successful Completion

A graduate of the original CERTESL program must take one course in addition to the core program requirements (40 academic contact hours) and ECUR 477.1 – Practicum Additional Hours, comprised of 10 guided observation and 10 supervised practice teaching hours, to qualify for TESL Canada's Standard 2 level of certification, a total of 310 hours. An experienced teacher who completed the original program without Practicum Additional Hours may document at least 500 hours of successful adult ESL teaching experience in lieu of the additional practicum hours.

Candidates for Standard 2 who are completing the Certificate of Successful Completion may select their additional CERTESL course from among ECUR 331.3 – Materials and Assessment in ELT (*formerly TESL 32*), ECUR 339.3 – TESL for Adult Literacy Learners (*formerly TESL 36*), and ECUR 448.3 – Professional Project in ELT (*formerly TESL 43*). They may also choose to complete a relevant seventh course within another program or relevant specialization; a degree credit course in Linguistics that is related directly to language teaching, assessment or curriculum development needs, for instance, may be accepted as the seventh course for Standard 2. If you have completed both CERTESL's original core program and a non-CERTESL course that may qualify you for Standard 2, contact the CERTESL Academic Coordinator for advising and a letter of support.

Standard 3 Certification

TESL Canada Professional Standard 3 status requires completion of a Master's degree in Canada from a university that is a member of Universities Canada (*formerly AUCC, the Association of Universities and Colleges of Canada*), that is clearly relevant to ESL instruction, and is usually labelled Master's in Applied Linguistics or in TESOL/TESL. A Standard 2 adult practicum (30 observation and 20 supervised teaching hours in an adult ESL class of at least five students) is also a requirement for Standard 3.

CERTESL is not a Master's program, so CERTESL graduates qualify for Standard 3 only if they have also completed a qualifying Master's degree. The University of Saskatchewan offers an on-campus MA TESOL degree through the Department of Linguistics, which, when combined with specific methodology and practicum coursework available through CERTESL (ECUR 391.3, 331.3, 446.3 and if necessary 445.1 and 447.1), may enable a candidate to qualify for Standard 3.

TESL Canada Practicum Requirements

TESL Canada certification normally requires that candidates carry out a supervised practicum within an approved training program. The practicum must meet specified minimum standards and take place in an adult ESL education setting. Please review the main entry for TESL Canada for detailed specifics regarding practicum requirements.

Original CERTESL for TESL Ontario Accreditation

If you are interested in teaching in Ontario-based adult ESL programs, we strongly advise you to meet the accreditation requirements of TESL Ontario's OCELT professional designation, which can be found at www.teslontario.org.

TESL Ontario's OCELT standard equates in terms of hours to TESL Canada's Standard 2, but it provides a much more detailed rubric of content requirements and also sets a more formal standard for depth and rigour than TESL Canada does for Standard 2. TESL Ontario also has a shorter credential, CTESOL, which equates to TESL Canada Standard 1 in terms of hours, but again requires more depth and rigour and somewhat more explicit content specifications. CTESOL is really intended for people planning to teach outside of Canada and in some Canadian provinces other than Ontario where markets less competitive than Ontario's exist.

Both OCELT and CTESOL require completion of a university degree and, for additional-language speakers of English, proof of an English proficiency standard of at least 7.0 in all bands on the IELTS – Academic, or the equivalent on another measure of academic English proficiency acceptable to TESL Ontario as listed on their website.

TESL Ontario accreditants at both the CTESOL and OCELT levels must renew their accreditation annually, on the basis of continued professional learning.

CERTESL graduates must meet particular specifications during training in order to receive TESL Ontario certification upon completion of their studies. These specifications are described in the following sections.

CERTESL Certificate of Successful Completion and OCELT: Academic Contact and Practicum Hours

The TESL Ontario OCELT training rubric specifies that a program must consist of at least 250 hours of academic contact hours in TESL theory and methodology; 30 hours of classroom observation in an adult English language learning context; and 20 hours of practicum teaching in an adult TESL classroom under the supervision of a qualified teacher of ESL (these qualifications are described below). At least half of the practicum teaching time must occur in a Canadian location.

The six-course core program of CERTESL's original Certificate of Successful Completion did not meet the training requirements of OCELT standards on its own. In addition, although TESL 32/ECUR 331 is an elective in Certificate of Successful Completion, its content is required by TESL Ontario. Therefore, our Certificate of Successful Completion students must complete the following extended path of study to qualify for TESL Ontario OCELT accreditation:

1. ECUR 291.3 – Introduction to TESL/TEAL (*formerly TESL 21*)
2. ECUR 292.3 – The Structure of English for Language Teaching (*formerly TESL 333.3 or TESL 33*)
3. ECUR 391.3 – Theory of Second/Additional Language Learning and Methods of Skills Development (*formerly TESL 31*)
4. ECUR 331.3 – Materials and Assessment in ELT (*formerly TESL 32*)
5. Choice of:
 - a. ECUR 339.3 – TESL for Adult Literacy Learners (*formerly TESL 36*), OR
 - b. ECUR 448.3 – Professional Project in ELT (*formerly TESL 43*)
6. ECUR 393.3 – Advanced Methods in TESL/TEAL (*formerly TESL 35*)
7. Observations Across CERTESL (*independent non-course*)(*ECUR 445.1 may be substituted*)
8. ECUR 446.3 – Supervised Practicum in ELT (*formerly TESL 442.3 or TESL 42*)
9. ECUR 447.1 – Practicum Additional Hours (*formerly non-course additional module*)

CERTESL students must complete 10 hours of classroom observations before applying to register in ECUR 446.3. These 10 hours are an integral part of the total practicum. Students in the Certificate of Successful completion have the option of completing Observations Across CERTESL independently at no cost or to request permission to register in ECUR 445.1 prior to requesting permission to complete the practicum courses. If you have any questions about the observations, please contact the CERTESL Academic Coordinator.

Registration for the Practicum Additional Hours was formerly carried out through the CERTESL Program Office rather than through the University of Saskatchewan registration system as it was then regarded as a non-credit additional training component. This has changed with the formal adoption of degree-credit weight for ECUR 447.1. Students in the Certificate of Successful Completion program who have not yet completed the Practicum Additional Hours Module or equivalent training from another TESL program, **must** now register in ECUR 447.1 concurrently with ECUR 446.3.

Assignment Adaptations

The CERTESL assignments of TESL Ontario accreditation candidates must be based on adult learning situations, using adult LINC (Language Instruction for Newcomers to Canada), ELT, ESL foundational literacy, EAP (Academic Purposes) or employment-related ESL program settings. Interviews and observations carried out in ECUR 391.3 and ECUR 445.1 should be based on adult ESL, EAP, LINC or ELT /workplace-based settings.

TESL Ontario Practicum Requirements

As noted above, TESL Ontario requires more substantial classroom observation and teaching than those provided in the original CERTESL practicum course, ECUR 446.3, which was originally designed to conform with TESL Canada Standard 1 parameters. CERTESL's Ontario students, therefore complete a Practicum Additional Hours mini-course, ECUR 447.1, for which concurrent registration is required. Please review the main entry for TESL Ontario for detailed specifics regarding practicum requirements.

Experience and Project in Lieu of Practicum

It is possible for an experience teacher to substitute the Professional Project for the Supervised Practicum on the basis of documentation of successful experience. You must contact the CERTESL Academic Coordinator for an assessment of relevant experience before receiving permission to make such a substitution. Note that TESL Ontario will require formal documentation from you to support any successful adult ELS classroom teaching experience.

Elective Choices

For TESL Ontario purposes, you have two choices within CERTESL for your seventh course in the program: ECUR 448.3 (Professional Project) and ECUR 339.3 (TESL for Adult Literacy Learners). If you wish to use a course from a different program as the elective, you need to consult the CERTESL Academic Coordinator in advance to obtain a letter of approval that will demonstrate its suitability to TESL Ontario. Please review the main entry for TESL Ontario for detailed specifics regarding elective requirements. If you have any questions about the electives, please contact the CERTESL Academic Coordinator.

CERTESL Partial Program and CTESOL

Some Ontario ESL teachers and trainee-teachers are planning to teach in venues that do not require all of OCELT's expectations, notably **some** (not all) private language schools, private career colleges, fully cost-recovery ESL and EAP programs at community colleges and universities in Ontario or other parts of Canada, and a variety of contexts abroad. TESL Ontario has therefore endorsed several reputable Ontario-based programs as meeting a standard similar in terms of hours to TESL Canada Standard 1 (100 academic, 10 observation, and 10 supervised practice teaching hours). As these programs tend to consist of the earlier components of OCELT programs, the standard is in fact somewhat more rigorous than TESL Canada Standard 1.

CERTESL has not yet formally applied for CTESOL recognition. When we do, it will be on the basis of the same reduced content as for TESL Canada Standard 1:

1. ECUR 291.3 – Introduction to TESL/TEAL (*formerly TESL 21*)
2. ECUR 292.3 – The Structure of English for Language Teaching (*formerly TESL 333.3 or TESL 33*)
3. ECUR 391.3 – Theory of Second/Additional Language Learning and Methods of Skills Development (*formerly TESL 31*)
4. ECUR 331.3 – Materials and Assessment in ELT (*formerly TESL 32*)
5. Observations Across CERTESL (*independent non-course*)(*ECUR 445.1 may be substituted*)
6. ECUR 446.3 – Supervised Practicum in ELT (*formerly TESL 442.3 or TESL 42*)

This substantially exceeds the minimum requirements for CTESOL, but is necessary given the prerequisite/co-requisite requirements now in place for ECUR 446.3 – Supervised Practicum in ELT. Students in the Certificate of Successful completion have the option of completing Observations Across CERTESL independently at no cost or to request permission to register in ECUR 445.1 prior to requesting permission to complete the practicum courses. If you have any questions about the observations, please contact the CERTESL Academic Coordinator. Note that students who complete only an abbreviated program are not eligible for graduation from the CERTESL program even though they will have met their professional requirements.

Information about applying for CTESOL is online at <https://www.teslontario.org/application-ctesol>.

Original CERTESL for Teaching In Saskatchewan

CERTESL is accepted by two accrediting bodies in Saskatchewan: (1) TESL Saskatchewan (Teachers of English as a Subsequent Language of Saskatchewan), the provincial association of ESL/EAL/ELD educators, and (2) the Saskatchewan Professional Teachers Regulatory Board (SPTRB), the body which controls standards of teacher certification for the Public and Separate K-12 school systems. The University of Saskatchewan offers a Postdegree Certificate in EAL Education (PDCEAL) that overlaps with CERTESL and will eventually replace the extended 10-course AQC version of CERTESL that allowed teachers in Saskatchewan who began their program prior to September 2016 to move up on the provincial K-12 salary grid.

TESL Saskatchewan: TESL/TEAL Accreditation for Adult and K to 12 Teachers

TESL Saskatchewan accredits teachers of ESL/EAL, in both adult and in K-12 education, who have university degrees and significant postsecondary training relevant to TESL/TEAL. For K-12 purposes, this accreditation is in addition to, not a replacement for, a K-12 teaching certificate issued by the Saskatchewan Professional Teachers Regulatory Board. For adult programs, however, some level of TESL Saskatchewan accreditation is appropriate.

TESL Saskatchewan accreditants must re-apply for accreditation every five years on the basis of at least 25 documented hours of inservice learning relevant to the TESL field.

Prior to May 1, 2018, TESL Saskatchewan had only one level of accreditation, and allowed teachers to apply for accreditation either on the basis of six TESL-specific courses (240 academic contact hours), or on the basis of a combination of at least three TESL-specific courses and up to three courses in related areas of study. Practica were not formerly required. However, significant changes were made in 2018 to bring TESL Saskatchewan more in line with TESL Canada, TESL Ontario and employer expectations, without compromising Saskatchewan's emphasis on degree-credit levels of depth and rigor. The changes also recognized increasing expectations in the K-12 sector.

The current TESL Saskatchewan standards are detailed at www.teslsask.com.

TESL Saskatchewan is more flexible than TESL Canada and TESL Ontario in three ways:

1. TESL Saskatchewan accreditation does not distinguish between adult or K-12 training and experience;
2. TESL Saskatchewan accreditation does not approve candidates on the basis of specific programs of study; instead, each case is examined individually; and
3. TESL Saskatchewan's content expectations are more general than TESL Ontario's; teachers are expected to have a balance of theoretical, methodological and English language structural skill and knowledge but no particular content is prescribed as long as the essential balance is maintained. (Of course, this does not mean that employers will be similarly relaxed about specific content types).

TESL Saskatchewan is less flexible than TESL Canada and TESL Ontario in two ways:

1. Unlike TESL Canada, TESL Saskatchewan requires that ELT coursework they have completed matches degree-credit standards of depth and rigor. A limited amount of allowance may be made for specific employer priorities such as PBLA training which may not carry formal credit.
2. Unlike TESL Canada, TESL Saskatchewan requires that either the practicum or substantial experience must take place in a Canadian program setting.

Courses do not necessarily have to be from degree programs for accreditation at TESL Saskatchewan Level 1 (Introductory) or Level 2 (Competency), but it is necessary to demonstrate that non-degree studies are just as rigorous as degree studies.

TESL Saskatchewan Standard 1: Introductory

The introductory level of TESL Saskatchewan accreditation consists of at least three courses/nine credit units/120 hours of training in TESL theory, methodology, and knowledge of language structure including a practicum consisting of at least 20 hours (10 hours each of guided observation and teaching) in a Canadian venue, or documentation of at least 1000 verifiable successful hours as the teacher in charge of an ESL classroom. Training must take place in a venue that meets degree-credit expectations of depth and rigour.

TESL Saskatchewan states that the Introductory level of accreditation is suitable only for education assistants or tutors working under the advisement or supervision of teachers who meet or exceed Standard 2 expectations, or for K-12 content area teachers who have B.Ed. degrees and work with EAL learners integrated into mainstream classrooms. However, as many rural and remote programs have trouble finding teachers who meet even Introductory requirements, some teachers who meet only the baseline Introductory requirements may be able to find at least temporary or part-time ESL/EAL teaching positions.

To achieve the Introductory level, CERTESL (Certificate of Successful Completion) students must complete:

1. ECUR 291.3 – Introduction to TESL/TEAL (*formerly TESL 21*)
2. ECUR 292.3 – The Structure of English for Language Teaching (*formerly TESL 333.3 or TESL 33*)
3. ECUR 391.3 – Theory of Second/Additional Language Learning and Methods of Skills Development (*formerly TESL 31*)
4. Choice of:
 - a. ECUR 446.3 – Supervised Practicum in ELT (*formerly TESL 442.3 or TESL 42*), OR
 - b. Document 1000 hours of successful ESL teaching experience in lieu of practicum

Note CERTESL students must complete 10 hours of classroom observations before applying to register in ECUR 446.3. These 10 hours are an integral part of the total practicum. Students in the Certificate of Successful completion have the option of completing Observations Across CERTESL independently at no cost or to request permission to register in ECUR 445.1 prior to requesting permission to complete the practicum courses. If you have any questions about the observations, please contact the CERTESL Academic Coordinator. Note that students who complete only an abbreviated program are not eligible for graduation from the CERTESL program even though they will have met their professional requirements.

After receiving Introductory status, teachers must maintain it through documentation of at least 25 hours of relevant inservice learning in each five year reaccreditation period.

TESL Saskatchewan Standard 2: Competency

TESL Saskatchewan's new Standard 2 - Competency level requires 250 hours of academic training from an appropriate postsecondary institution, at a degree-credit level of depth and rigor and balancing TESL theory, methodology and knowledge of language structure. *In addition*, accreditation candidates must either complete a practicum of at least 30 guided observation and 20 supervised practice teaching hours, or document at least 1000 hours of successful experience as the teacher in charge of an ESL classroom. The practicum or documented experience must take place in Canada.

Standard 2 – Competency contains two subcategories: Basic and Senior. The Basic category allows accreditation immediately upon completion of training but requires that the teacher be able to verify at least 750 classroom teaching hours, as well as 25 inservice learning hours, in order to maintain Competency status. Teachers accredited at the Standard 2 level can receive Senior status if they have taught successfully for at least 2000 verifiable hours, and thereafter need only meet the requirement of 25 inservice learning hours during each five year period to maintain their Standard 2 Senior status.

After receiving Competency status, teachers must maintain it through documentation of at least 25 hours of relevant inservice learning in each five year reaccreditation period.

TESL Saskatchewan recommends the Competency level as a suitable minimum level of training for ESL/EAL classroom teachers.

For Competency, CERTESL students must complete the original CERTESL's Extended Program requirements:

1. ECUR 291.3 – Introduction to TESL/TEAL (*formerly TESL 21*)
2. ECUR 292.3 – The Structure of English for Language Teaching (*formerly TESL 333.3 or TESL 33*)
3. ECUR 391.3 – Theory of Second/Additional Language Learning and Methods of Skills Development (*formerly TESL 31*)
4. ECUR 331.3 – Materials and Assessment in ELT (*formerly TESL 32*)
5. Choice of:
 - c. ECUR 339.3 – TESL for Adult Literacy Learners (*formerly TESL 36*), OR
 - d. ECUR 448.3 – Professional Project in ELT (*formerly TESL 43*)

6. ECUR 393.3 – Advanced Methods in TESL/TEAL (*formerly TESL 35*)
7. Observations Across CERTESL (*independent non-course*)(*ECUR 445.1 may be substituted*)
8. ECUR 446.3 – Supervised Practicum in ELT (*formerly TESL 442.3 or TESL 42*)
9. ECUR 447.1 – Practicum Additional Hours (*formerly non-course additional module*)

Note CERTESL students must complete 10 hours of classroom observations before applying to register in ECUR 446.3. These 10 hours are an integral part of the total practicum. Students in the Certificate of Successful completion have the option of completing Observations Across CERTESL independently at no cost or to request permission to register in ECUR 445.1 prior to requesting permission to complete the practicum courses. If you have any questions about the observations, please contact the CERTESL Academic Coordinator.

TESL Saskatchewan Standard 3: Mastery

Mastery-level accreditation requires more than just a Master's or PhD in the TESL field. The Master's or PhD must be completed in addition to the Standard 2 - Competency baseline of 250 academic hours and 50 practicum hours, and must provide at least 21 credits of study in or closely related to the TESL field and a research component (Thesis or Project) consisting of at least six credits including a research methods course (a total of 30 TESL-focused credits).

CERTESL is not a Master's program, so CERTESL graduates qualify for Mastery level only if they have also completed a qualifying Master's degree. The University of Saskatchewan offers an on-campus MA TESOL degree through the Department of Linguistics, which, when combined with specific methodology and practicum coursework available through CERTESL (ECUR 391.3, 331.3, 446.3 and if necessary 445.1 and 447.1), may enable a candidate to qualify for Mastery. Please review the main entry for TESL Saskatchewan for detailed specifics regarding Mastery level requirements. If you have any questions about the requirements, please contact the CERTESL Academic Coordinator.

K to 12: SPTRB (Saskatchewan Professional Teachers Regulatory Board) and Your School Division

Decisions about the eligibility of a K-12 teacher for provincial K-12 certification, and the level of such certification, are made by SPTRB (www.sptrb.sk.ca). In order to advance to on the six-step salary grid, a teacher may complete an Additional Qualification Certificate (AQC).

For those who began the program prior to September 2016 and with an approved four-course extension that boosts CERTESL to a 10-course/30 credit program, CERTESL graduates with B.Ed. degrees are eligible for the Additional Qualification Certificate, **provided the candidate started his or her training with ECUR 291.3, ECUR 391.3, and ECUR 393.3** rather than the previously offered non-degree TESL 21, 31, and 35. If the candidate took ECUR 291.3 or 391.3 as part of their B.Ed. degree, other degree-credit courses approved by the Academic Coordinator must be substituted, as all 10 courses in an AQC must be completed in addition to the B.Ed., not overlapping with the B.Ed.

AQC candidates who began their TESL studies as Certificate of Successful Completion students prior to September 2016 may follow either of two paths as CERTESL students:

1. Pure TEAL Focus

1. ECUR 291.3 – Introduction to TESL/TEAL (*formerly TESL 21*)
2. ECUR 391.3 – Theory of Second/Additional Language Learning and Methods of Skills Development (*formerly TESL 31*)

3. ECUR 393.3 – Advanced Methods in TESL/TEAL (*formerly TESL 35*)
4. ECUR 415.3 – Current Issues in EAL (*with PDCEAL permission*)*
5. ECUR 292.3 – The Structure of English for Language Teaching (*formerly TESL 333.3 or TESL 33*)
6. Approved Elective Course**
7. Approved Elective Course**
8. Approved Elective Course**
9. ECUR 446.3 – Supervised Practicum in ELT (*formerly TESL 442.3 or TESL 42*)
10. ECUR 493.3 – Individual Project in EAL (*with PDCEAL permission*)

Note CERTESL students must complete 10 hours of classroom observations before applying to register in ECUR 446.3. These 10 hours are an integral part of the total practicum. Students in the Certificate of Successful completion have the option of completing Observations Across CERTESL independently at no cost or to request permission to register in ECUR 445.1 prior to requesting permission to complete the practicum courses. If you have any questions about the observations, please contact the CERTESL Academic Coordinator.

* Students may substitute ECUR 331.3 – Materials and Assessment in ELT (formerly TESL 32) for ECUR 415.3 **only** if they began their program prior to May 2017.

** Students must choose three elective courses with approval of the CERTESL Academic Coordinator. Suitable courses include: ECUR 339.3 – TESL for Adult Literacy Learners (formerly TESL 36); ECUR 375.3 – English Language Development of Indigenous Learners; ECUR 490.3 – Language Content: Instructional Approaches for EAL Learners (with PDCEAL permission); three credits in the learning of a second language other than English; or three credits in a senior or post-graduate level course approved by the Academic Coordinator (with relevant departmental permission).

As noted previously, this path is being phased out in favour of the Post-Degree Certificate in EAL Education (PDCEAL). We anticipate that the final Certificate of Successful Completion students pursuing an extended CERTESL-based AQC will complete this path by Spring of 2022. For PDCEAL information, see the main entry for TESL Saskatchewan and/or contact eal.inquiries@usask.ca.

2. Integrated Program Component in TEAL

The Integrated Program Component (IPC) option requires special approval to be obtained *in advance* from both the candidate's Board of Education and the SPTRB. Teachers who obtained this permission prior to the launch of the PDCEAL are able to finish their personal approved programs as CERTESL students within six years from the date of approval. The last of these candidates should finish their IPC-based AQC's by September 2022.

A candidate whose plan has been approved will take six PDCEAL courses that serve as the Integrated Program Component (IPC):

1. ECUR 291.3 – Introduction to TESL/TEAL
2. ECUR 391.3 – Theory of Second/Additional Language Learning and Methods of Skills Development
3. ECUR 393.3 – Advanced Methods in TESL/TEAL
4. ECUR 415.3 – Current Issues in EAL
5. ECUR 490.3 – Language Content: Instructional Approaches for EAL Learners
6. ECUR 492.3 – Approaches to Assessment with EAL Learners

If the candidate completed ECUR 291.3 or 391.3 within their B.Ed., the CERTESL Academic Coordinator will have assisted them to identify suitable alternative ELT courses to be completed as part of the IPC.

The candidate will then take four additional upper-year (300 or 400 level) or post-degree (500 or higher) courses in another subject area or areas that his or her employing Board of Education has approved on the basis of usefulness to the school division. Possible secondary concentrations for the Integrated Program Component AQC can include teaching of other languages, intercultural education, Indigenous education, global education, special education or counselling. Other secondary focuses, with approval from the employing school division, may also be possible.

Within the TESL/TEAL requirements included in the AQC and Integrated Program Component paths, some course substitution options may exist. However, these must be approved in advance by the Academic Coordinator, with agreement from the Department Head of Curriculum Studies, as well as by SPTRB and the employing school board in the case of individually approved IPC plans. IPC candidates who wish to change their approved individual plans must obtain consent from SPTRB and their employing school board as well as from the Academic Coordinator.

Part 4: CERTESL for Teaching Internationally

Every market in the language teaching field has its own expectations for training, education, and experience. As a rule of thumb, the more well-off the country, the higher the expectations of governments, employers and professional associations for professional training of English language teachers, but there are exceptions at both ends of the human development index.

You will need to research the levels of training both legally required and expected by the market in your destination country before you leave Canada. You also need to research employers and common legal issues that might be associated with the English Language Teaching trade in your destination country. If you can make informed decisions to avoid potentially irresponsible or actively abusive employers, and if you feel confident in your own training, you will most likely have a positive overseas experience.

You are advised to ensure that your employment status is legal prior to international travel or risk varying legal ramifications outside of Canadian jurisdiction. Some countries, such as Japan, will allow teaching-class employment visas to be issued within the country for teaching jobs found after arrival in the country, and a few others have at times permitted very short-term teaching employment on the basis of tourist visas, but research this before you enter the country where you hope to work, and remember that rules may change over time.

Training

Because there is a large market for English language learning around the world, a lot of training programs have sprung up for prospective teachers. Some of these programs have the main objective of ensuring that English language learners are taught well. Unfortunately, others have the main objective of making a lot of money with no regard for learner needs or professional ethics. When seeking training, therefore, the prospective trainee needs to do some research before picking a program. The same split of objectives exists among employers of English language teachers – desire to teach well, versus desire to make lots of money – so job seekers also need to do due diligence when deciding where and for whom they want to work.

Although some TEFL/TESL training programs claim “internationally recognized” status, there is in fact NO single certification standard that is “recognized” around the world. In fact, if you encounter a TESL training program that claims some form of internationally accredited or recognized status, you should look very carefully at the institution and its program before making any decision about registration. In particular, do careful research before paying tuition to programs that claim to qualify people for positions in English-speaking countries. Some of these will prove to be good programs, but some of them will not. If you want to teach in Canada after taking one of them, you will need to prove their real value to the relevant accrediting body. In the case of TESL Canada or TESL Ontario, if you have completed an unapproved program you will have to invest additional time and money in Prior Learning Assessment and Recognition, with no guarantee of success. In the case of TESL Saskatchewan, you will need to ensure that the depth and rigor of the program meet degree-credit standards and that you will be able to acquire documentation that will demonstrate the depth and rigor to the accreditation committee. In addition, both TESL Saskatchewan and TESL Ontario require that a teacher either completes an appropriate practicum in Canada or accumulates substantial documented successful ESL classroom teaching experience in Canada to qualify for provincial professional accreditation.

Quite a few people choose to put their training dollars into short seminar programs that are very expensive for the limited content they provide, or into cheap online programs assessed through quick read-and-click activities that do not establish deep skills or genuine understanding. These programs may be acceptable for a short overseas adventure; the better ones at least give their customers some assurance that they will not mess up hopelessly

during their first weeks of overseas teaching employment. However, such programs are almost entirely useless for finding positions in Canada, and getting more useless all the time as Canadian employers and funders become more educated about teaching standards and learner needs. The better of the quick-and-dirty programs may meet your immediate needs if you are going overseas, therefore, but if you have any sense that you may wish to teach upon your return to Canada, introductory training in a professionally credible program may be a better use of your time and tuition.

Visa Eligibility

In addition to learning about professional training standards in your destination market, you must also be aware of visa requirements for foreign language teachers before you seek work in any country of which you are not a citizen or permanent resident. Many people have had good experiences in countries where they were teaching without the appropriate visa; however, many others have not. Teaching illegally adds to the stress of working abroad. If you accept a position without an appropriate visa, you may be subject to fines, deportation, confiscation of assets, and in some places even jail time. You may not be caught, but you could be and would then have to face any consequences the country's immigration service is authorized to impose.

Contract Issues

Review the terms of the contract you are offered carefully before you sign it. Ideally, you should receive the contract in both English and the local language. If you are not working with a reputable recruiter, you should have both versions reviewed by some bilingual person whom you trust in order to ensure they are the same. If there are inconsistencies in meaning between the two, the version in the local language will be the one the courts of the country regard as binding. Differences between English and local language versions sometimes creep in inadvertently, but deliberate differences have also been known to occur and all discrepancies in meaning need to be investigated and eliminated before you sign.

Be careful of vague contractual provisions such as "moral turpitude" clauses. These may be used by an employer as an excuse to interfere unduly in your life outside of work, or as an excuse to terminate your contract early. If the employer will not offer you a contract that does not include such a vague clause, request that a written definition of the term be inserted or added as a signed codicil or supplementary page to the agreement.

Tax Issues

If you are a Canadian citizen or permanent resident of Canada, you should contact the Canada Revenue Agency in order to find out details of tax treaties between Canada and your destination country. In some locations, employers have been known to deduct more tax than appropriate during the first year of employment, when most Canadians are still paying income tax to Canada. The employer may be making an honest mistake, in which case you can ask the local government for a refund. On the other hand, some employers are fully aware of regulations and may be pocketing money of yours when you think it is going to the local taxation authority.

Although in Canada, both provincial and national income taxes are administered through one federally-operated revenue agency, in other countries national, state, and/or municipal income taxes may be handled by separate agencies. Find out how many separate parties are expecting your income taxes, and ensure that you know when each type of tax takes effect.

Make sure you know your rights and responsibilities with regard to both Canadian and local income taxes, and do your own math on payday. If you find your employer's calculation confusing, ask respectfully-phrased and non-judgmental clarification questions, such as "sorry to trouble you, but could you explain...?" A responsible employer

should be more than willing to answer any questions you may have about this and other conditions of your employment.

A final caution: find out how much income tax you still owe when you leave the country in which you have been working. In Japan, for instance, the municipal ward may still require payment for your last year of employment, as there is a substantial delay in the deduction of tax from monthly payrolls. Of course, some people choose to abandon their legal commitments when they leave a country, and may get away with it. However, if you ever return to the country, you may have trouble at Customs if you have left a tax debt.

Geographical Regions

United States

Before applying for teaching positions in U.S. states, please consult the destination state's Department of Education regarding government-mandated training and visa requirements, regardless of whether you plan to teach in adult or K-12 programs.

Most states require that you have a degree in Education, especially for K-12 positions, and some states require that this degree be a postgraduate-level credential. Some state education departments will accept the original CERTESL – Certificate of Successful Completion as an Additional Qualification or initial credential, but other state departments will not accept courses that do not have had formal degree-credit status from an academically reputable university. The Adult Education departments or units of some states have related expectations. This is part of the reason CERTESL has moved into Undergraduate Certificate status: to ensure that all future graduates are able to have their training recognized appropriately in the U.S.

If you completed the original Certificate of Successful Completion version of CERTESL including some courses that were officially nondegree in status, even though their depth and rigor met degree-level expectations, and if you have trouble with U.S. regulation as a result, request a letter of support from the CERTESL Academic Coordinator. Unfortunately, although such letters are sometimes successful, often they are not; for good reason, responsible U.S. employers need to treat accreditation issues very seriously.

You may have heard that many non-U.S. citizens are employed in the United States without valid U.S. work permits. These people are not usually employed as ESL teachers, and they are breaking U.S. law. Please do not try to circumvent the U.S. immigration system for the sake of a teaching position. ESL teachers are far more visible than the migrant labourers or domestic workers whom they may teach. For your own protection, make sure that your status in the U.S. is legal.

European Union

Citizens of European Union countries do not need work visas to find employment in other European Union countries. This gives native English speaking ESL teachers from the United Kingdom and Ireland and highly skilled speakers of English from European countries with other official languages a competitive advantage in the EU job market over citizens of non-EU English-speaking countries such as Canada.

If the United Kingdom succeeds in withdrawing from the EU, the visa-free advantage their citizens currently have over North American and other English-first language applicants will be reduced and may vanish. However, reputable UK-based credentials (see the next section) will continue to be looked on favourably in Europe because employers know what to expect of graduates of those programs. When applying for ELT jobs in Europe, therefore, it will be important to have a credential that compares favourably with the established British credentials. CERTESL

compares very well, as it includes more than double the academic contact hours and substantially more practicum time than the most respected U.K.-based choices, the CELTA and the Trinity TESOL certificates, and provides a level of training similar to that of the more advanced DELTA and Trinity TESOL diplomas. If a prospective employer has concerns, request a letter of support from the CERTESL Academic Coordinator.

United Kingdom

The United Kingdom is the home of CELTA (less than half the length of CERTESL), DELTA (slightly longer than CERTESL), and the Trinity TESOL certificate and diploma (equivalent to CELTA and DELTA respectively), probably the best-known and internationally respected ELT training programs. Most reputable nondegree UK-based programs try to emulate or outdo them, though the UK is also plagued by seminar and cheap online programs that come nowhere near matching these leaders despite marketing claims.

The United Kingdom also has a process called the TKT, Test of Teaching Knowledge, which is a partial response to the fly-by-night training providers. Through this test, it is possible for a teacher who does not have a more reputable ELT credential to obtain documentation of appropriate knowledge. Sometimes people who have taken non-reputable programs can pass the TKT as a result of intelligently processed experience, inservice and reading, but it is a gamble that can be avoided by ensuring you choose an appropriately credentialed training program.

Officially, while the UK remains in the European Union, EU citizens are given preference over others for positions in the UK because unlike the rest of the world, EU citizens do not require work-class visas to obtain British ESL teaching jobs. However, given current uncertainty over the UK's withdrawal from the EU, EU citizens in the UK are in a somewhat uncertain state at the time of writing.

Other Regions

Many people succeed in finding and holding overseas teaching jobs without appropriate work visas. This can work well in some locations, but as noted above, those who take the chance may be risking fines, deportation, loss of possessions or investments, and/or jail time. Because legal sanctions can be serious, an illegal teacher is also vulnerable to potential abuse by some of the less ethical employers. If you are going to risk trouble, you need to know what kinds of trouble you should expect. Even if you plan to work legally, a comprehensive internet search is useful; not all overseas employers are trustworthy. Skim sites for overseas teachers such as Dave's ESL Café (www.eslcafe.com) where you will find shared experiences and other resources to help you check out ESL teaching conditions in countries that interest you.

Japan, Korea and most other developed nations require that applicants for teaching visas have university degrees. Other countries, such as Thailand, prefer degreed visa applicants, but may compromise if a non-degreed person with a reputable TESL/TEFL credential is available, if that person is vouched for by an employer who has a good relationship with the immigration department, or if the position is in a location where few qualified speakers of English are available to teach. Also, Thailand sometimes allows an individual with no degree to accept a short-term position on the basis of a three-month tourist visa, renewable no more than twice (but check current policy).

Less-developed nations are more likely than developed nations to allow non-degreed candidates to teach, especially if a candidate has reputable TESL-specific training. They may also have a less-developed system of work permissions in general. However, check each country individually. Just because a country is less-developed in the economic sense does not mean it is unambitious for its people, and a country committed to human development is less likely to compromise on the credentials of foreign workers.

Policies and the application of policies within a country may differ between geographic regions, depending on such factors as the local economy and availability of capable language teachers. For instance, although China officially

has degree and experience requirements, in practice it has been possible for a non-degreed person to work without interference outside of the rich coastal cities and away from Beijing. This is in the process of changing, however, with only a limited amount of discretion on the part of local governmental administrations.

Many countries will not issue teaching visas even to well-qualified foreign candidates unless no minimally qualified citizen of the country is available to accept the job. Canadians who do not qualify as local citizens may be able to find legal positions, but only if their qualifications are substantially better than those of available citizens.

If you do not obtain your work permit before you arrive, some countries will require you to exit the country for a few days after you are hired because of regulations that require you to apply for your teaching visa from outside of the country. Research such particulars before leaving Canada. Ensure that you have access to an acceptable and secure local means of payment, such as travellers' cheques or pre-paid credit cards, to cover these and other normal expenses of initial settlement, such as deposit fees on apartments. Some employers may assist with providing or organizing local accommodations, particularly if you are hired before you leave Canada and have signed a contract for at least one year.

Discrimination Issues

Employers in many locations often treat native speakers of English as “better” candidates for English language teaching positions than non-native English speakers, even if a non-native speaker whose English is excellent has strong teaching credentials and a native speaker of English does not. This is sometimes a matter of misconceptions about the superiority of first-language speakers as English teachers (teaching qualifications are a better guarantee of teaching skill), and partly because marketing to student prejudices and preconceptions may trump professional responsibility. Both excuses are professionally unacceptable forms of discrimination if the teacher's English is of a high standard, and in Canada such discrimination can be addressed through Human Rights commissions. Elsewhere, unfortunately, lack of legal recourse places many well-trained and fluent non-native speaker teachers of English (NNESTs) at a disadvantage. If you are a NNEST and CERTESL graduate who has found this an issue, ask the CERTESL Academic Coordinator to send a lecture to employers who engage in such discriminatory hiring, or refer them to the following website: <https://teflequityadvocates.com/>. It may not help your own situation, but education is a necessary step in bringing about long-term change in discriminatory practice.

Be careful if an employer wants to hold your passport. Generally speaking, it is always best if you retain possession of your own important documents. Check out local regulations around such expectations (some countries do require such things as passport sequestration), and make informed decisions about whether you want to work in the country if its regulations and policies include such expectations – especially if you are female or nonbinary and the regulations or policies have discriminatory gendered dimensions. If the country does not actually have such regulations, you will have learned something important about the employer (regardless of your gender, please look for a job with someone else!)

Many aspects of human rights are well worth investigating before you travel to your destination country. If you belong to or are strongly in solidarity with a minority that has suffered a history of discrimination at the destination, and you are not planning to accept risks associated with honesty or activism while there, you may be well advised to look for work in a different country. Being a foreign professional gives you some protection in some places, but not always, and not reliably. In some cases, being a foreign citizen could even place you at a disadvantage when not conforming to social or legal norms. If you are willing to accept potential risks, make sure you know what they are before you arrive.

Preferred TEFL Qualifications

As noted previously, there is no such thing as an internationally sanctioned professional standard for EFL teachers. However, if an applicant can provide evidence that he or she has trained in a reputable program, especially from a charter university, most of the better employers will consider that applicant favourably. If a prospective employer has concerns, request a letter of support from the CERTESL Academic Coordinator and/or the graduate verification services of the University of Saskatchewan.

Unfortunately for the reputation of the profession, many employers are not particular about these qualifications. Sometimes this is because too few verifiably qualified teachers exist to fill local needs; employers and students have to do the best they can with the educational resources available to them.

However, there are employers who hire according to criteria other than credentials, such as whether they think they will be able to take unfair advantage of the applicant, or whether the person's age, physical appearance, and entertainment ability are likely to attract profit. In general, the better places to work are those that give credentials priority over youth, bloneness, or gullibility. Consider it a blessing if your application is turned down by a "school" staffed largely by naïve and underqualified Caucasians in their twenties. Here are three of the questions you might want to ask during an interview or email exchange with a potential employer:

1. "What is the average amount of English language teacher training that your foreign teachers have?"
2. "What is the average age and demographic of your foreign teachers?"
3. "Do foreign teachers stay with you for an average of two years or more?"

Occasionally, you will encounter a responsible employer who is reluctant to accept a credential from an online or other distance-delivered training program. This is an unfortunate result of those commercial online programs mentioned previously that will happily take your money in return for a piece of paper that says "certificate" after you do a set of read-and-click exercises on the internet. If you graduate from CERTESL, you do not need to worry overly much about this prejudice. Your transcript will come from a recognized university, you have learned at least as much as a graduate of on-campus degree-credit programs that claim the same number of academic contact hours, and your prospective employers will be able to confirm CERTESL's status and reputation very easily via online verification processes. If they are still reluctant, please provide them with the CERTESL Academic Coordinator's email address. She will be happy to explain the difference between read-and-click commercial programming and academically rigorous distance design.

Often an overseas employer will want to know how CERTESL compares to CELTA (Cambridge English's Certificate in English Language Teaching) or the Trinity TESOL certificate, the two good UK-based credentials mentioned above (see the United Kingdom section) that are well known internationally because they are licensed for delivery in many locations around the world. Basically, completion of CERTESL means that you have more than twice as much academic training as a CELTA or Trinity TESOL certificate completer, and a longer practicum. If you have completed the Extended version of the Certificate of Successful Completion, or the whole of the new Undergraduate Certificate, you are in the same market internationally as a completer of the high-status DELTA or Trinity TESOL diploma.

At the high end of the preferred credentials scale are the wealthy countries of the Persian Gulf, most notably Saudi Arabia, Dubai, and Qatar. Many positions in these countries go to individuals with relevant Master's degrees because local employers can afford to be very picky. Elsewhere, however, a language teacher with a degree and CERTESL is well-qualified, and even the Persian Gulf countries are becoming more open to candidates with TESL training and B.Ed. degrees rather than Master's degrees for positions outside of university environments.

Ability to Teach Outside of English Speaking Countries without a Bachelor's Degree

Most developed countries and some less-developed countries will not issue teaching-class visas to people who do not have university degrees. However, if you have no university degree but travel on your own to a place such as Mexico, Costa Rica, or other countries where visa regulations around English teaching are either loose or loosely enforced and English language teachers are desperately needed, you will be able to find work if you are at all presentable and can prove you know something about teaching English. If you go to a country and then start looking for jobs, rather than accepting a position that you are unable to check out while still in Canada, you will also be in a better position to judge whether the position is one you would be wise to accept.

Graduating from CERTESL without a degree works well in this type of context because CERTESL is so easily verifiable, as noted previously.

As in Canada, you may find positions as a teaching assistant or tutor in developed countries to which degree provisions do not apply. Some of these positions can be very satisfying ones, although they are unlikely to pay as well by local standards as teaching positions.

If you are under a particular cutoff age that varies from country to country, a working holiday visa may allow you to accept some types of temporary EFL-related employment (i.e. for individual tutoring, in conversation lounges, or as an au pair). Some countries also allow holders of study visas to engage in a limited amount of paid employment, either under the label of "employment" or as part of a "scholarship program" such as South Korea's government-sponsored TALK program, but make sure you research this carefully.

Note that you are very unlikely to receive financial assistance with accommodation or with transportation to or from the country if you accept a position that does not require a degree, although homestay-type accommodation may be made available by "scholarship" programs. The situation can vary greatly depending on the country and its current needs.

Finding Work

Although many ESL teachers prefer to look for employment after they have arrived in a country that interests them, many others prefer the security of having a job waiting for them when they arrive. Degreed people who are not particular about their destinations can easily find jobs through an internet search for "EFL/ESL jobs" and the name of the country, or a quick cruise through postings at Dave's ESL Café (www.eslcafe.com) and other sites for travelling English teachers.

Checking out the reputations of prospective international employers who advertise online can be a challenge. If possible, you should obtain references for potential employers, preferably from someone who has worked for that employer in the past and who is no longer beholden to that employer for visa sponsorship or other forms of security.

One solution is to find a reputable recruiting service based in your own country and rely on that service to help you find a position that will work well for you. Recruitment services are one solution to the challenge of finding reputable employers, but you need to be careful about these as well. When deciding on a recruitment service, you should check out a few of its key characteristics.

Most reputable recruiters for paid positions do not provide teacher recruitment services for non-degreed people, and they give strong preference to people with relevant experience, reputable academic background in TESL/TEFL, and, if the position is with children or teens, a B.Ed. degree.

Recruiters for voluntary agencies (that is, positions that are unpaid or provide only living expenses) may be less particular about qualifications but will still look after you appropriately within the limitations of the volunteer posting. Some interesting and worthwhile volunteer positions can be found at www.goabroad.com and other sites for the globally responsible traveler.

Reputable recruiters will be pleased to provide as references the names of teachers they have placed in the past who are no longer beholden in any way to the recruiter. Good recruiters provide follow-up services, such as mediation and legal support if your employer does not give you the kind of assignment or compensation specified in the contract. Also, good recruiters will not send future recruits to institutions in which such problems recur. Recruiters should check in at some set time after your teaching position starts to ensure that the placement is working well for both you and your employer. If you decide to seek work through a recruiter, ask careful questions about the follow-up that they provide.

Do not pay any recruitment service for placing you in a paid teaching position. Reputable recruiters are paid by the employing institution. They are not paid by the teacher who is being placed. If the recruiter requires money from you, please look elsewhere for your own protection.