

Careers in Teaching TESOL
**Careers in Teaching
English to Speakers of
Other Languages (TESOL)**
Careers in Teaching



Graduate Careers Council of Australia Limited



<http://www.gradlink.edu.au>



Introduction

Teaching English to people with a non-English speaking background can take you in many different directions.

You could find yourself teaching English to oil company workers in Saudi Arabia or to primary school children in Korea. You could also remain in Australia and teach young adults who are migrants, overseas students whose main interest is to learn basic English, or non-English speaking students in primary and secondary schools. The international demand for teachers of English has increased dramatically in recent years. In this profession, the travel opportunities are endless.

Definitions

The key acronyms used in this field are TESOL, ESL, TOEFL and ELICOS.

TESOL: stands for Teaching English to Speakers of Other Languages. This is the most commonly used term to describe the profession of teaching English to non-native English speakers. It refers to teaching both in Australia and overseas. It includes:

- teaching non-English speaking migrants within Australia or in other English speaking countries,
- teaching English in a country where English is not the main language,
- teaching overseas students who travel to an English speaking country specifically to learn English.

ESL: stands for English as a Second Language. It is a commonly used term when referring to the teaching of migrants in English speaking countries such as Australia, New Zealand, Britain, the United States of America and Canada.

ESL also includes teaching in countries in which English is not considered to be the main language, but it is spoken. These countries are often former British colonies such as Singapore, Malaysia, Hong Kong, Kenya and India.

TOEFL: stands for Teaching of English as a Foreign Language. It refers to teaching English to people in countries where English is not normally spoken. These countries include China, Japan, parts of Europe, the Middle East, North Africa and South America.

ELICOS: stands for English Language Intensive Courses for Overseas Students. This involves teaching students with a variety of cultural backgrounds who have come to Australia, or to any other English speaking country, to learn English, or to prepare for further study. Some students stay in Australia and continue their studies while others come for the cultural and language experience, travel and then return home.

Educational Qualifications

Qualifications needed for TESOL teaching depend on where you plan to teach English. In some cases it is not essential to have official qualifications, or even a degree, to enter the TESOL field. However, if you plan to travel and teach internationally, it is a good idea to check educational requirements before you go, as these vary significantly between countries. For example, in Thailand, it is not necessary to have a degree to work but you need to have a TESOL certificate to get a reasonably paid, full-time position. On the other hand, to work in the Czech Republic or Greece, you must have an undergraduate degree and a TESOL qualification. This is also the case in Japan, Korea and the Gulf states. Due to the competitive nature of this growing industry, official qualifications are becoming increasingly important.

For domestic teaching work in the ELICOS system you need to hold a recognised degree or diploma, a TESOL certificate and have English language teaching experience.

For domestic teaching work in primary and secondary schools, you must have a recognised teaching qualification, in addition to TESOL qualifications.

TESOL Certificates

There are many courses offering TESOL training to potential teachers. However, there are only two organisations which accredit training providers to offer qualifications which are internationally recognised and approved by the British Council. These two organisations are the Royal Society of Arts (RSA)/Cambridge and Trinity College, London.

RSA/Cambridge is an examining body whose aim is to maintain the quality of qualifications available in the field of English language teaching. RSA/Cambridge Certificate and Diploma courses are available in many language centres, colleges and universities throughout Australia and the world. There are two RSA/Cambridge qualifications: CELTA (Certificate in English Language Teaching to Adults) and DELTA (Diploma in English Language Teaching to Adults).

CELTA: is available to people with no previous experience who wish to enter the field or to teachers who have worked in TESOL but do not possess professional TESOL qualifications. It is a four-week full-time intensive course that covers practical and theoretical aspects of TESOL teaching.

Please note: An undergraduate degree is not a prerequisite for this course.

DELTA: is an advanced course, which runs for eight weeks. Applicants must possess English language teaching experience and an undergraduate degree or teaching qualification.

Trinity College London teacher training courses focus on accuracy and professionalism in vocational education and training. Trinity courses are available internationally and the content is approved by the British Council.

Trinity College London offers a Certificate in TESOL which runs for four weeks full-time or fourteen weeks part-time. An Introduction to TESOL course is also available which does not qualify you as a TESOL teacher but gives an overview of teaching within the industry. This course runs for twelve hours over two weeks.

The only centre offering the Trinity College London qualification in Australia is the East Coast College of English, located in Brisbane.

All Trinity College London and RSA/Cambridge courses are full-fee paying. At the time of writing, the fee for the RSA/Cambridge four-week course was around \$2000.

Academic Courses

Some universities offer Graduate Certificates and Diplomas which are between nine weeks and one year in length. Unlike the CELTA qualification, an undergraduate degree is a mandatory entry requirement. Some university courses also require applicants to hold a teaching qualification and/or teaching experience. These courses are generally accredited by state Departments of Education. Most



Graduate Certificate and Diploma courses offered by universities are fee-paying courses. Masters and PhD studies can also be completed in this field.

The universities currently offering postgraduate (i.e. non-RSA/Cambridge or Trinity College London) studies in TESOL include:

AUSTRALIAN CAPITAL TERRITORY

- Australian National University
- University of Canberra

NEW SOUTH WALES

- Charles Sturt University
- Macquarie University
- University of New England
- University of Sydney
- University of Technology, Sydney
- University of Wollongong

NORTHERN TERRITORY

- Northern Territory University

QUEENSLAND

- Griffith University (Gold Coast campus)

TASMANIA

- University of Tasmania (Launceston campus)

VICTORIA

- Australian Catholic University
- Deakin University
- La Trobe University
- Monash University
- RMIT University
- University of Melbourne
- Victoria University

WESTERN AUSTRALIA

- Edith Cowan University
- University of Western Australia

(See 'Further Information' at the back of this booklet for contact details).

Pay and Conditions

Overseas, pay rates and work conditions for teachers of English differ vastly between countries, and are dependent on the organisation or school that employs you and whether you work full-time or part-time.

In general, work in the Middle East, Brunei and Hong Kong is comparatively well paid, while some of the Asian and Eastern Bloc countries pay a little less. Teachers work in these countries for the cultural experience rather than for economic reward. However, sometimes a good contract can be obtained which includes airfares and/or accommodation. There is an increasing demand for TESOL teachers in many schools around the world representing many employment opportunities.

In Australia, the majority of teachers working in the ELICOS industry are employed on a contract or sessional basis, and their pay and conditions are generally regulated by an ELICOS industry standard.

The major exception to this applies to those who are employed within a recognised public or private school. Pay and conditions for those who are working within these schools are the same as they are for any other teacher. They are governed by awards which tend to vary from state to state. Teaching salaries start from between \$25,000 and \$32,000 and can reach \$40,000.

Experiences of TESOL Teachers

I completed a Bachelor of Arts degree at Griffith University. I majored in Australian and Comparative Studies. I then went on to do an Honours year, concentrating on political science.

I have always been interested in teaching because I have done a lot of music teaching in my life. This has included teaching guitar to young adults in the TAFE system. I had friends who were doing TESOL teaching and had given some guest lectures to classes of non-English speaking students. I was looking for an interesting area that I might be able to use when I travel and also do on a part-time basis. I did not want to teach English forty hours a week because of other music teaching commitments.

I was employed by Trinity six months after completing the TESOL course with them. Most of the students I have taught have come from Asia. My experience has been that the students have been very keen to enjoy their English training and some of them have been quite serious about becoming competent in English because they have work obligations.

You do not have to be a linguist to teach English, some people just have the knack for teaching. The real skill you need to teach English is that you have to be able to create an interesting learning environment. This involves lots of activities and you have to have an intuitive sense for when enough is enough. It is not necessarily the expert linguists that make the best teachers. The job involves the continual study of grammar rules, the ability to anticipate questions and a sense for providing tuition in a step-by-step way so as to ensure understanding.

In the classroom you have to keep assessing if you are presuming too much. You have to remember that you find English easy to speak but other people do not.

What is often very charming about people who are learning English is that they can see that you are making an effort to better their situation and they can be very generous in their gratitude.

You can make some very nice, genuine friends because most of the students are in their twenties

and accomplished people in their own right.

The students have achieved different things in their lives and for them to go back into a classroom situation, they often feel as if they are a beginner again. It is quite a courageous thing for them to be doing and it feels good to be able to help them in their endeavours.'

James, Recent Graduate and TESOL Teacher

'I did a Diploma of Teaching at the Brisbane College of Advanced Education. I then went into primary school teaching for three years in Brisbane before I travelled overseas to Germany for two years.

I came back to Australia and became involved in journalism. It was through this work that I met a Dutch woman who was teaching English to a group of El Salvadorian people and that really interested me. Then I decided to go back to Germany and started looking around for a course that would give me the skills to teach English there. I completed the RSA/Cambridge course at the University of Queensland.

In Germany, I had a lot of part-time jobs as there was very little full-time work available. I taught evening classes at the Volkshochschule, which is almost the equivalent of a TAFE. I also worked for an English man who conducted business seminars for various companies. For example, I would go in and work for a week with BMW executive secretaries and teach them the specific English they needed for their job. If you can get such work with companies, you can earn up to 100 marks per hour (approximately \$A100 per hour).

I love being a TESOL teacher because it really gives you access to the world in a way that many jobs do not. It is a fabulous learning environment because you have a classroom full of very motivated adults and the only difference is that the teacher is proficient at English and has the skills for passing that on, apart from that we are equal in every other way. Even though your English



students have limited English, they have adult concepts and understanding.

When I came back from Germany I did a Bachelor of Education at Griffith University, a fourth year that I could add on to my Diploma of Teaching. I wanted to continue study in the area so the following year I did a Master of Arts in Applied Linguistics. I found my practical TESOL teaching experience was very useful in completing this degree. I now hope to go on to a PhD in English and Business.'

Margaret, TESOL Teacher

'I did my first degree in Wales, a Bachelor of Arts in French and Spanish. I've always been interested in foreign languages. I then lived in Brighton, a seaside town of England, as there were a lot of language schools there. I did a bit of private tutoring and classroom teaching for a couple of years then thought it would be a good idea to become better accredited and did the RSA/Cambridge course. I found it easier to get work then in London and Brighton. I went on to do a Postgraduate Certificate of Education in London.

I went to the Middle East for a year and a half. I taught in Saudi Arabia and that was interesting. I worked for British Aerospace on a military air base. We gave a basic grounding in English to technical staff and were responsible for bringing their language skills up to a certain level. It was restricted as to what you could do in Saudi Arabia, I kept busy there but a year and a half was probably enough.

I travelled to South America and got a job there. I was head of English at a school in a northern town for three years. I then went to South-East Asia, to Brunei, and taught there for five years. It was the second Islamic country I had lived and taught in but it was much more relaxed than the Middle East.

I have also taught English as a Foreign Language at primary and secondary school levels which is a bit more like being a policeman. However, any

adult who has paid for the course is generally motivated. It also depends on the country. In South-East Asia they have a tendency to respect their teacher so that's always easier.

In southern Europe and South America I found the people particularly warm and friendly and we interacted socially with the students. Students often made a fuss of you because they were very appreciative. I still occasionally get postcards or little presents from Japanese or Thai students who have gone back home.

One of the more interesting experiences I have had teaching in recent years was in Thailand. I was sent to give English support to external University of Queensland students doing a postgraduate degree from the Graduate School of Education. I went with another teacher and we stayed in a small town where elephants roamed the streets.

I got on very well with the students and there was one occasion when I was doing some extra pronunciation work with them. They had difficulty with the sound 'th' – it doesn't occur in many languages. So I told them to stick their tongue out, put their top teeth on their tongue and just blow. The whole class just collapsed into giggles and then one teacher discreetly told me that in Thailand it was considered extremely rude to stick your tongue out and I had just told everyone to do it!

Rod, TESOL Teacher and Teacher Trainer

'I did a Diploma of Teaching at James Cook University in Townsville and worked as a primary school teacher. I taught for four years and then travelled to London. I spent time in very lowly paid jobs then decided to do a TESOL course. After this I worked as an English teacher in London for two and a half years. I also travelled to Bordeaux, France to teach in an English school there.

It was not a planned career move but I have been in it ever since. The industry is full of people who have done a lot of different things with their lives but they are usually interested in travel and

language. Having the background in teaching helped but it is a completely different type of teaching because you are working with adults, with people who want to be in the class, with small classes and with people from a variety of cultures.

You have students from all over the world who are not only interested in the new culture they are living in, but also in each other's cultural backgrounds. The cultural interaction as well as linguistic interaction is fascinating.

Coming to grips with the grammar as a new teacher is sometimes quite difficult. The best way to learn something is to teach it and once you have taught something a couple of times, you remember it forever. You have to be able to liaise with other teachers, to be cooperative and work well in a team. You also have to be able to make the classes interesting, to have the ability to engage a group of people from different cultures with your creativity.'

Stephen, TESOL Teacher and College Director

Further Information

Institutions Offering RSA/Cambridge accredited courses

NEW SOUTH WALES

Australian Centre for Languages
Science House
157-161 Gloucester Street
The Rocks NSW 2000
Telephone: (02) 9252 3788
Facsimile: (02) 9252 3799
Email: enquiry@acl.edu.au
Web: www.acl.edu.au
(Full-time and part-time)

The Australian TESOL Training Centre
(Australian College of English)
1st Floor
237 Oxford Street
Bondi Junction NSW 2022
Postal: PO Box 82
Bondi Junction NSW 2022
Telephone: (02) 9389 0249
Facsimile: (02) 9389 6880
Email: info@acenglish.com.au
Web: www.ace.edu.au
(Full-time and part-time)

Insearch Language Centre
University of Technology, Sydney
Level 2
10 Quay St
Haymarket NSW 2000
Telephone: (02) 9281 4544
Facsimile: (02) 9212 1148
Web: www.uts.edu.au/oth/ilc
(Full-time and part-time)

International House Sydney
Waratah Education Centre
Level 6
58 York Street
Sydney NSW 2000
Telephone: (02) 9262 2886
Facsimile: (02) 9262 2872
Email: nrendall@ihsydney.com
Web: www.ihsydney.com/tt.html

QUEENSLAND

International House Queensland
130 McLeod St
Cairns QLD 4870
Postal: PO Box 7368
Cairns QLD 4870
Telephone: (07) 4031 3466
Facsimile: (07) 4031 3464
Email: ihqcnsinfo@internetnorth.com.au
Web: www.webcom.com/ihq
(Full-time and part-time)

Institute of Continuing and TESOL Education
University of Queensland
Brisbane QLD 4022
Telephone: (07) 3365 6565
Facsimile: (07) 3365 6599
Email: icte@mailbox.uq.edu.au
Web: www.icte.uq.edu.au
(Full-time only)

SOUTH AUSTRALIA

The South Australian College of English
254 North Terrace
Adelaide SA 5000
Telephone: (08) 8232 0335
Facsimile: (08) 8223 7206
Email: sacecoll@camtech.net.au
Web: www.sacecoll.sa.edu.au
(Full-time and part-time)

TASMANIA

Tasmanian College of English
322 Liverpool Street
Hobart TAS 7000
Telephone: (03) 6231 9911
Facsimile: (03) 6231 9912
Email: sacetas@tassie.net.au
(Full-time only)

VICTORIA

Holmesglen Language Centre
Holmesglen Institute of TAFE
Batesford Road
Chadstone Vic. 3148
Postal: PO Box 42
Chadstone Vic. 3148
Telephone: (03) 9564 1819
Facsimile: (03) 9564 1712
Web: www.holmesglen.vic.edu.au
(Full-time and part-time)

International TESOL Training Centre
Holmes Colleges
185 Spring St
Melbourne Vic. 3000
Telephone: (03) 9662 2055
Facsimile: (03) 9662 2083
Email: holmes@world.net
Web: www.edunet.com/holmes
(Full-time only)

Language Centre
La Trobe University
Melbourne Vic. 3083
Telephone: (03) 9479 2417
Facsimile: (03) 9479 3676
Email: languagecentre@latrobe.edu.au
Web: <http://langcentre.latrobe.edu.au/langs/index.html>
(Full-time only)

RMIT University:
Centre for English Language Learning (CELL)
PO Box 12058
A'Beckett St
Melbourne Vic. 3001
Telephone: (03) 9639 0300
Facsimile: (03) 9663 8504
Email: lisners@tscell.ts.rmit.edu.au
Web: <http://www.training.rmit.edu.au/CELL/index.htm>
(Full-time and part-time)

WESTERN AUSTRALIA

Milner International College of English
1st Floor
379 Hay St
Perth WA 6000
Telephone: (08) 9325 5444
Facsimile: (08) 9221 2392
Email: milner@wantree.com.au
Web: www.milner.wa.edu.au/index2.html
(Full-time only)



Institutions offering Trinity College London accredited courses

QUEENSLAND

East Coast College of English
Level I
295 Ann Street
Brisbane QLD 4000
Postal: PO Box 95
Brisbane QLD 4001
Telephone: (07) 3229 0350
Facsimile: (07) 3229 0850
Email: ecce@bit.net.au
Web: www.ecce.bit.net.au
(Full-time and part-time)

Universities Offering Postgraduate Qualifications in TESOL

AUSTRALIAN CAPITAL TERRITORY

Department of Linguistics
Faculty of Arts
Australian National University
Canberra ACT 0200
Telephone: (02) 6249 3026
Email: linguistics.gradprog@anu.edu.au
Web: <http://www.anu.edu.au/linguistics/misc/GDipTESOL.html>

NEW SOUTH WALES

Faculty of Education
Australian Catholic University
Mount St Mary Campus
Strathfield NSW 2135
Telephone: (02) 9739 2241
Email: admissions@mercy.acu.edu.au
Web: <http://www.acu.edu.au/fed/index.html>

School of Teacher Education
Charles Sturt University
Bathurst NSW 2795
Telephone: (02) 6338 4414
Facsimile: (02) 6338 4417
Email: spickford@csu.edu.au

National Centre for English Language Teaching and Research (NCELTR)
Macquarie University
Sydney NSW 2109
Telephone: (02) 9850 7673
Facsimile: (02) 9850 7849
Email: susan.feez@mq.edu.au
Web: www.nceltr.mq.edu.au/pgchome.htm

Faculty of Education, Health and Professional Studies
University of New England
Armidale NSW 2371
Telephone: (02) 6773 3860
Facsimile: (02) 6773 3879
Email: pshanaha@metz.une.edu.au

Faculty of Education
University of Sydney
NSW 2006
Telephone: (02) 9351 6289
Facsimile: (02) 9351 4765
E-mail: k.cruickshank@edfac.usyd.edu.au
Web: <http://www.edfac.usyd.edu.au/courses/postgrad/tesol.lote/#awards>

Faculty of Education
University of Technology, Sydney
PO Box 123
Broadway NSW 2007
Telephone: (02) 9514 3900
Facsimile: (02) 9514 3939
Web: <http://www.uts.edu.au/div/publications/edu/pg/ta53.html>

Faculty of Education
University of Wollongong
Northfields Avenue
Wollongong NSW 2522
Telephone: (02) 4221 3320
Email: bev_derewianka@uow.edu.au
Web: <http://www.uow.edu.au/educ/PostGdII.htm#GCTesol>

NORTHERN TERRITORY

Applied Linguistics – Faculty of Education
Northern Territory University
Darwin NT 0909
Telephone: (08) 8946 6136
Facsimile: (08) 8946 6151
Email: Lynda.Penalosa@ntu.edu.au

QUEENSLAND

Faculty of Education
Griffith University
Nathan QLD 4111
Telephone: (07) 3875 5917

TASMANIA

School of Education
University of Tasmania
PO Box 1214
Launceston Tas. 7250
Telephone: 03 6324 3696
Facsimile: 03 6324 3048
Email: T.Le@utas.edu.au
Web: <http://www.educ.utas.edu.au/TESOL/>

VICTORIA

Faculty of Education
Australian Catholic University
Mercy Campus
Ascot Vale Vic. 3032
Telephone: (03) 9563 3690
Email: admissions@mercy.acu.edu.au
Web: <http://www.acu.edu.au/fed/index.html>

Faculty of Education
Deakin University
221 Burwood Highway
Burwood Vic. 3125
Telephone: (03) 9244 6412
Email: jwee@deakin.edu.au
Web: [http://www.deakin.edu.au/div_aasd/handbooks99/education/ed-gc\(tesol\).htm](http://www.deakin.edu.au/div_aasd/handbooks99/education/ed-gc(tesol).htm)

Graduate School of Education
La Trobe University
Bundoora Vic. 3083
Telephone: (03) 9479 2784
Email: lynda.yates@latrobe.edu.au
Web: <http://www.latrobe.edu.au/www/gse/gradcertcourses.html#tesol>

Faculty of Education
Monash University
Wellington Road
Clayton Vic. 3168
Telephone: (03) 9905 2899
Facsimile: (03) 9905 2779
Email: info@education.monash.edu.au

Department of Language and International Studies
Faculty of Education, Language and Community Services
RMIT
GPO Box 2476V
Melbourne Vic. 3001
Telephone: (03) 9925 7841
Email: fry@rmit.edu.au
Web: <http://www.rmit.edu.au/Courses/postgrad/elpost/el18.html>



Department of Language, Literacy and Arts Education
University of Melbourne

Parkville Vic. 3052

Telephone: (03) 9344 8377

Email: c.davison@edfac.unimelb.edu.au

Web: http://www.edfac.unimelb.edu.au/courses/postgrad1999/postgrad_courses/1.html

School of Education

Faculty of Human Development

Victoria University

Footscray Park Campus (F017)

PO Box 14428

Melbourne City MC. Vic. 8001

Telephone: (03) 9688 4478

Email: Anna.Calidonna@vu.edu.au

Web: <http://www.vu.edu.au/fohd/edu/index.html>

WESTERN AUSTRALIA

Faculty of Education

Edith Cowan University

Pearson Street

Churchlands WA 6018

Telephone: (08) 9370 6523

Email : e.grey@cowan.edu.au

Web: <http://www.ecu.edu.au/ses/educ/index.html>

Graduate School of Education

University of Western Australia

Nedlands WA 6907

Telephone: (08) 9380 2388

Email: cthomaso@ecel.uwa.edu.au

GENERAL CAREERS AND TESOL-RELATED WEBSITES

gradlink –

Job-seeking information, graduate opportunities
and postgraduate study options.

www.gradlink.edu.au

Australian Literacy Foundation –

Provides links to a broad range of industry associations.

www.alf.edu.au

Australian Council of TESOL Associations –

Represents smaller TESOL associations nationwide and
contains links to various TESOL resources.

www.acta.edu.au

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A full list of titles in this series is available on the gradlink website – www.gradlink.edu.au/gcca/index.htm

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