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The Advanced Certificate in Teaching English to Young Learners (CertTEYL)

The Advanced Certificate in Teaching English to Young Learners (CertTEYL) is a complete professional development program which covers elements in both theory and practical teaching methods.

The course participant must complete readings, tasks, assignments and a final certification thesis paper or project.

A professional tutor, with a minimum of ten years of active teaching in the TEYL field, assists and evaluates each course participant individually.

The CertTEYL course is the equivalent of 120 hours of classroom work.

Course Fee: US $525.00
About us

Who are we?

We are a small but dedicated company that is ready to grow with the needs of the TEYL community. Our goal is to provide the best teacher training for those who teach ESL or EFL to children.

Our CertTEYL E-Learning course provides you with the latest teaching methods and approaches. We constantly improve our CertTEYL program.

Because each teacher has different style and approach to teaching, we strive to provide an individualized program for each course participant.

Our history

Our staff started out as teachers and teacher trainers in Europe. Teacher training in Europe was dominated by two British companies and the industry was too conservative to satisfy the needs of most of our clients.
We decided to create our own CertTEYL E-Learning course based on the latest research and with the basic assumption that no method or approach should have a monopoly in language teaching.

Our main office is in Canada and we also have a partner in Japan (www.teyl-j.org).

Our course participants have enrolled from dozens of different countries, making our CertTEYL E-Learning course a truly international program!

We were federally incorporated in Canada in 2002. Our corporation number is 602674-5.

The future

Advanced Teacher Training is always open to new ideas and new directions.

Our programs will be updated frequently to fulfill the changing needs of the TEYL community.

We hope to make our practicum sessions available around the globe. If you would like to work with us to develop a customized program for your company or institution, please contact us.

---

I highly recommend this course for any ESL instructor who has a true passion for teaching children.

The organization of the modules is simple to follow yet demanding. Best of all, what you learn can be immediately applied to your own lesson plan.

You and your students will be satisfied. You won’t find many courses for this price. Thanks TEYL!

Shawn Dale - An American ESL Instructor in Tokyo, Japan.
CertTEYL E-Learning Course

The Advanced Certificate in Teaching English to Young Learners (CertTEYL) is a complete professional development program which covers elements in both theory and practical teaching methods.

The course participant must complete readings, tasks, assignments and a final certification thesis paper or project.

A professional tutor, with a minimum of ten years of active teaching in the TEYL field, assists and evaluates each course participant individually.

The CertTEYL course is the equivalent of 120 hours of classroom work.

Absolutely the BEST course…

…for those who teach English to children!

Our course will provide you with the most effective methods and strategies to help children acquire English as a second language.

You will improve your skills, knowledge, and confidence through this interactive E-learning course and you can complete the course in the convenience of your own home or workplace.

A ONE-to-ONE course tutor will help you to find professional development solutions to suit your personal teaching style and the needs of your students.

Confidence is the key to success!
SIGNUP NOW!
teyl.com
What is TEYL?

TEYL = Teaching English to Young Learners

We define *young learners* as children aged six to twelve, but the course has also proven to be beneficial for those who teach very young learners or teens.

Our CertTEYL is designed for those who teach English overseas (EFL or ESOL); however, we get excellent feedback from ESL teachers in English speaking countries as well.
Qualification and prerequisites

The Advanced Certificate in TEYL, which we call the CertTEYL, was designed for teachers who want to have a specific qualification in teaching English to children.

Prerequisites for the CertTEYL E-Learning course

1. You are already teaching ESL/EFL to children or adults
2. OR you are a qualified teacher with professional standing
3. OR you work with children outside of a classroom setting
4. OR you have been hired to teach ESL/EFL to children.

To be qualified for our E-Learning course without a practicum, you must meet at least one of the requirements above.

Without a practicum session, the E-Learning CertTEYL course is not designed as a primary qualification for novice teachers.

NOTE: You must be at least 21 years old to take this course.

If you are not sure that you qualify to take the CertTEYL E-Learning course, please go to http://www.teyl.com/register/qualify.html and complete the qualification quiz.

After taking the quiz, if you are still not sure about your level of qualification, please contact our friendly staff at the Registrar's Office. Please provide details about your work background, education, and any experience teaching or working with children.

You can also find the quiz in the attachment section of this information kit.
How does it work?

The CertTEYL is an internet based e-learning course. All the content is available online and can be accessed 24 hours a day.

Need to fine tune your teaching methods?

The CertTEYL course provides a practical approach to teaching English to children. You learn everything from child development to specific language teaching techniques that you can use in your classroom. The course provides a good balance between theory and practice.

Your own personal tutor will guide you through the course and help you to find the solutions that you need for your specific teaching environment.

Unlimited support from your own course tutor!

You will be assigned a personal tutor who will help you throughout the course from beginning to end. Your tutor will answer any questions about the course or about classroom teaching.

The tutors are practicing teachers who are currently teaching English to young learners. They have at least ten years of experience in teaching children. Our tutors come from a wide variety of educational backgrounds.

You will find that your tutor is a nice person. All of the CertTEYL tutors are kind, compassionate, open-minded, fair, willing to listen to new ideas, and ready to answer all of your questions.

Your tutor truly wants to help you to succeed in the CertTEYL course and in your career.
Are you spending too much time preparing your lessons?

The CertTEYL will help you to fine tune your teaching methods and to experiment with new ideas. You will become much more efficient in lesson planning.
System requirements

All of the additional software required for the CertTEYL E-Learning course is available for free on the Internet and is already installed on most computers.

For the CertTEYL E-Learning course you will require access to a computer with:

- *Microsoft Internet Explorer 5.5 or higher.1
- *Macromedia Flash Player.
- *Adobe Acrobat Reader.
- Your Internet browser must be Javascript enabled.2
- A connection to the Internet (56k minimum).
- A screen display of 600x800 or higher.
- A 16-bit or higher color video display.
- An email account which you can use exclusively.

*These programs are usually already installed. All of these programs can be obtained FREE on the Internet.

1. The course will work on Firefox 3.5 but some very minor non-essential functionality may be limited.
2. Javascript is usually already enabled or can be easily enabled.

Although many course participants have used an Apple/Mac computer for the course, we cannot guarantee full functionality on non-PC computer systems.

Computer skills required to complete course

The skills you need to complete the E-Learning course are fairly basic — anybody browsing through this website should have sufficient computer skills to take the course.

However, if you are not sure you have enough computer skills; please complete the “Computer Skills Assessment” quiz available on page 35, in the “SELF ASSESSMENTS” section of this information kit.
What will I learn?

The course is designed to be easy to use and to navigate. It is divided into modules and each module is further divided into sections.

COURSE OUTLINE

Introduction
- Course Objectives and Course Breakdown
- Should you be teaching children? (with self-assessment questionnaire)
- The Science of TEYL
- Course Resources
- Online Resources/Study Tips

Module 1 - Characteristics of a Young Learner
- Defining a Young Learner
- First Language Development
- Learning a Second Language
- Parenting and Communication
- Psychological Development and the Role of Motivation
- Social Development
- Intellectual Development
- Physical Development and TPR
- Cultural Considerations
- Interaction Strategy and/or Philosophy

Module 2 - Learning and Language
- What is Language?/Language Acquisition
- Learning Another Language
- Grammar Goblins
- Phonology - The Sound of Language
- The Four Skills

Module 3 - Classroom Management
- The Makings of a Good Teacher
- Behavior Management (includes Discipline)
- Classroom Atmosphere
- Classroom Safety

Nelson Beard - American EFL Teacher in South Korea.

I enjoyed the course and thought the tasks and outside readings - a feature not seen in other TESOL courses I've taken - were quite well matched to the content.

Also impressive was the support and knowledge base of my tutor; the worth of his personal feedback was immeasurable.
Module 4 - Instructive Strategy
- Using Gestures and Flashcards
- Using Games
- Using Music, Songs, and Chants
- Using Dance and Movement
- Using Dialogue, Drama, and Poetry
- Using Stories and Storytelling
- Using Crafts and Activities
- Project Work
- Using Technology in the Classroom
- Pair and Group Work
- Including Phonology in Lessons
- Error Correction (+Concept Checking & Syllabus Design)

Module 5 - Resource Management
- Free-form Lesson Planning
- Where to get ideas! (includes an Idea and Resource Guide with hundreds of sources for lesson plan ideas)
- Building a Set of Re-Usable Resources
- Material Evaluation

Module 6 - Professional Development
- Teachers' Rights
- Language Teaching Versus Test Preparation
- School Policies and Practices Versus Teacher Independence
- Working Freelance or Owning Your Own School
- Further Education

Certification Option 1 - Tasks
- The Purpose of Certification
- TASK 1 - Short Answer
- TASK 2 - Annotated Bibliography
- TASK 3 - Plans, Portfolio, Video, or Reflective Project
- Alumni Services

Certification Option 2 - Written Paper
[This option is only open to those who have written university level papers or who have published papers.]
- The Purpose of Certification
- Choosing Your Topic
- The Rough Draft and Research
- Establishing a Purpose and a Pattern
- Revising and Polishing Your Paper
- Alumni Services
Within the modules there are
- Three Assignments.
- Fifteen major tasks.
- Three minor tasks.
- Forty quick reviews and quizzes.
- Seventeen major "readings".
- Several other minor readings and tasks.

A total of 40 learning sections and another 21 sections that include introductions, instructions, and other important information.

Also included are:
- Dozens of practical ideas throughout the course.
- A rated guide of dozens of web sites that contain hundreds of ideas to use along with what you have learned in the course.
- Extra optional references for further study.
- The CertTEYL also has seventeen reading assignments, many reading options, dozens of practical ideas throughout the course, and a resource guide with hundreds of teaching ideas.

The content was stimulating and provided practical guidance. The support of the tutor was an invaluable element in the process with his constructive comments and positive encouragement throughout.

Lesley Harris - Teaches English to children in a small rural community in France.
How will I be evaluated?

The focus of the course is professional development not grades; however, your tutor will provide plenty of feedback and give you some grades so that you know if you are on the right track.

There is a mini quiz at the end of each section. There are seven minor tasks and three assignments that will be graded by your tutor.

The bulk of the final grade will be based on your work on a certification research paper or a task based project.

You are allowed to submit draft versions of your work to get feedback before you submit them for final evaluation. Your tutor will also answer any questions about the tasks and provide examples if necessary.

After successfully completing the course, you will receive a full transcript and certificate. The certificate can be verified by a holographic code. The transcript is printed on security paper and cannot be electronically reproduced.
Are there any exams?

There are no exams in this course. You will be evaluated by completing one of the two certification options.

You now have TWO CHOICES for certification!

Multiple Tasks OR Certification Paper

I. **Multiple Tasks** - A wide choice of options including short answer responses, an annotated bibliography, or a choice of submitting video/lesson plans or completing an action research project.

II. **Certification Paper** - If you enjoy writing, or if you are not currently in a classroom situation, this is a good option for you. [This option is only open to those who have written university level papers or who have published papers.]

Advantages of these certifications methods instead of traditional exams:

- No immediate pressure to prove yourself through grades and less overall stress while taking the course.
- Proof of accomplishments available for public viewing.
- Your work can be referenced from anywhere in the world (via Internet publication of the printed journal).
- You are allowed to revise and edit your work until you are satisfied with its quality.

* Your certification paper will be published in The International TEYL Journal. The journal is published annually and distributed internationally to schools, institutions, and libraries.

[1. The journal’s editor will decide if your paper meets minimum publication quality requirements.]
How long does it take?

The average course participant takes about 40-50 hours* to complete the CertTEYL E-Learning course.

You have up to 12 months to finish the course.

The course will take you at least 3 or 4 months to complete if you work about three to four hours a week. We strongly suggest that you take your time and enjoy the learning process.

There are extra study options and readings for those who want to explore any topic more extensively.

*The CertTEYL E-Learning course is the equivalent of 120+ hours of classroom study. Each course participant works at their own pace, so the course may take more time for some participants.

Work at your own pace and at your own convenience!

The CertTEYL E-Learning course is asynchronous. This means that you can learn at your own pace.

- You can enter or leave the course whenever you want.
- You can access the course 24 hours a day, 7 days a week.
- You work on your own schedule and when you are done a task or assignment you submit it for feedback to your tutor.
- Your work is automatically submitted to your tutor who will send you a response by e-mail.
- You and the tutor do not have to be on the computer at the same time.
How much does it cost?

The course fee of US$525.00 includes unlimited contact time with your own course tutor. Your tutor will answer any questions and help to direct your studies to suit your personal needs.

The course also includes the following features and much more:

- Unlimited ONE-TO-ONE support from your course tutor.
- Access the course 24 hours a day 7 days a week.
- A certificate and a transcript shipped to you.
- Equivalent of 120+ hours of classroom study.
- Internationally recognized high quality course.
- A full year, 12 months, to complete the course.

With E-Learning, the course is not only convenient but it is also less expensive. You do not have to pay for travel, lodging, or take time away from work.

<table>
<thead>
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<th>FEATURES</th>
<th>CertTEYL E-Learning Course US$525.00</th>
<th>OTHER Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE-to-ONE personal tutor.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Unlimited help from your course tutor.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Course designed by teachers.</td>
<td>YES</td>
<td>UNKNOWN</td>
</tr>
<tr>
<td>Original content with 40 learning sections.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Discussion board to contact other teachers.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Advanced TEYL certificate/transcript.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Internationally recognized.</td>
<td>YES</td>
<td>UNKNOWN</td>
</tr>
</tbody>
</table>

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www.teyl.com
Payment options

http://www.teyl.com/register/course_fee_payment.html

We prefer PayPal as our payment processor because they are safe, reliable, and give you the most payment options.

**PAYMENT OPTION 1**

PayPal is quite flexible in the ways that you can make your payment.

- Visa, Mastercard, American Express, and other credit cards OR
- if you do not have a credit card through your bank account OR
- using your bank debit card.

2checkout.com (2CO) is our second payment processor. They process all payments manually so there is an additional surcharge to use that payment processor.

**PAYMENT OPTION 2**

2checkout.com (2CO) is similar to Paypal except they process the payments manually. Please only use this option if you cannot pay using PayPal.

Pay US$525.00 course fee
+ US$15.00 surcharge
= **US$540.00**
You can also pay by bank transfer (also known as bank wire).

**PAYMENT OPTION 3**

This option allows you to send money from your bank account directly into our account via a bank transfer (or bank wire).

Pay US$525.00 course fee  
+ US$15.00 surcharge  
= **US$540.00**

Please go to [http://www.teyl.com/register/bankingdetails2.html](http://www.teyl.com/register/bankingdetails2.html) to print our banking details.

**IMPORTANT!** IT MAY TAKE A FEW BUSINESS DAYS FOR THE BANK TRANSFER TO REACH OUR BANK ACCOUNT. IF YOU WANT TO START THE COURSE IMMEDIATELY, PLEASE SEND US PROOF OF PAYMENT BY EMAIL.

If you are not sure of how you should pay, please contact our friendly staff who will be happy to assist you with processing your course fee payment.

---

The course gave me deeper insight into my current approach to TEYL and lots of new ideas to help me evolve into a better, more professional teacher.

The course was well laid out and full of useful information. The materials introduced in the online resources section alone were worth the price of the course! My tutor was extremely helpful and professional.

From novices to veterans, I would recommend this course to anyone teaching children or considering a career in TEYL. This is a great way to begin a career in TEYL or continue your professional development.

**Basil Tonks** - A Canadian teacher who is living in Japan. Basil is now a Tutor for the CertTEYL in Japan. [www.teyl-j.org](http://www.teyl-j.org)
Accreditation, validation, and recognition

Overview

Many potential course participants are hesitant to take our CertTEYL course because they are not sure about its accreditation. We will address all of your concerns and help you to decide if our program is right for you.

Please keep an open mind and read through all of the information. We feel that we have the best program of its kind and we hope that our candor and honesty will be appreciated.

What is accreditation?

Here is the dictionary definition: *accredit /ə-kred-ıt/ to recognize an educational institution as maintaining standards that qualify the graduates for admission to higher or more specialized institutions or for professional practice* [Merriam-Webster Dictionary]

It is usually the institution that is accredited and not the courses that they offer. When we speak of accreditation we are normally concerned if the course will allow us to join a professional organization or to complete a post graduate degree at a university.
This accreditation is usually administered by a higher body such as the ministry of education or other government agency. This may be done on a national level or within a state, district, or province in the country.

Just because a course is accredited in one country, it does not automatically signify that it will be accredited in other countries. There is no international body that accredits TESOL, TEFL, TESL, or TEYL courses. Any accreditation is done on a national level. Unfortunately, even on a national level, there is currently no country which accredits TEYL courses.

**Reasons for accreditation**

1. **Education** - the main reason to be concerned about accreditation is for further education. In our industry this usually means the MA TESOL. Several universities now offer the **MA TEYL**. To enter these programs you require a university degree or diploma. No certificate in itself will gain you admittance into a reputable Master's program.

Our Advanced Certificate in TEYL is a perfect *warm-up* to an MA TEYL. If you decide to enter a Master's program, the university will likely accept our program for partial credits. We will help with a letter to the university and information on the content of our course.

In fact, we have been contacted by several universities to consult on diploma and master's programs in TEYL.

---

**Content of TEYL on-line is exceptional for all ESOL teachers.**

**Graphics/Set-Up of course is very user-friendly for all...**

*The tutor went above and beyond my expectations and provided me with excellent feedback of assignments, advice about teaching overseas, professional opinions concerning ESOL issues (I think Mentor would be justified rather than Tutor as a title).*

**Articles/Content of TEYL:**

*Excellent, well-defined, current research concerning all areas of teaching English overseas-I downloaded all articles and activities for future use in class.*

**Tamara Opalek** - Teaching ESL in a primary school in Florida and is completing her MA in Education from Grand Valley State University.
2. Employment - we are currently the only company or institution offering an advanced level of certification in TEYL. Most employers will recognize that we are the leading course provider internationally and you will realize that recognition (see below) is more important than accreditation when it comes to private language schools.

It is often the employers that contact us to train their teachers. Many teachers are already fully qualified and have other certificates, but the employers want the specialized training that we offer to those who teach children ESL.

If you are still not sure, please ask your current employer or potential employers what they think of our course.

3. Teaching Qualification - our course is not designed to be an official teaching qualification. These type of qualifications are offered exclusively by universities and require at least 4 or 5 years of study. We do not offer a degree or diploma in education. Even teaching qualifications offered by universities are not internationally recognized. Within a single country a teacher may be qualified to teach in one district, province, or state and not in another.

If a course participant completes a 60 hour practicum along with the e-learning portion of the CertTEYL, then he or she is qualified to start teaching in private language schools. Our complete program (e-learning course + practicum) far exceeds the minimum requirements of an introductory course into teaching ESL.
Accreditation versus recognition

When people ask about accreditation what they are really asking is if the course is internationally recognized. **Yes, our Advanced Certificate in TEYL is internationally recognized!**

This means that we have made every effort to let the ESL industry know that our course is the best of its kind available. We are currently in the process of expanding this recognition by forming partnerships with universities, private schools, other training providers, and many more organizations.

Are other certificates accredited?

**Self-accreditation:** Because there is no international organization that accredits TESOL, TEFL, TESL, or TEYL certificates, many course providers turn to self-accreditation. This means that they make up an organization that *sounds official* and claim to be accredited by this organization. This is very misleading!

**British Courses:** Courses provided by Cambridge or Trinity College have gained international recognition through clever marketing and by the effort of the British Council (a non-profit organization that promotes British arts/sciences/industry and administers English language learning schools worldwide).

These courses are **not** internationally accredited. They are accredited only in Britain. Even in Britain, you cannot start a career in teaching ESL, in the public school system, with just these courses. You still need to be certified to teach and to possess an education diploma from a university.

There is currently no independent international board of accreditation for TEFL Certificates. Cambridge and Trinity are not accredited by a university — accreditation has to be approved by a body higher than a university.

Cambridge certificates only have an "associative" or franchise-type of agreement with the University of...
Cambridge and Trinity is a private company that focuses mainly on examinations for music students. They are basically as self-regulated as anybody else in the industry. They just have better recognition because of marketing and self-promotion.

Sometimes these courses are accepted as credits toward a diploma or a masters degree in Britain, but our CertTEYL program can easily have similar status in both Britain and the rest of the world.

**Analogy:** If you are asked to think of a good restaurant, a fast-food restaurant will not be the first type of restaurant to pop into your head. However, if you find yourself in a different country, you may look for the logo of a fast-food restaurant because you know that you will be served food that meets certain minimum standards throughout the world.

*Advanced Teacher Training* is like a fine restaurant and our specialty is TEYL. We are not concerned with how many meals we serve, we take care of one client at a time. We are concerned with the highest standards and we want to provide the **best** TEYL certificate. Our principal concern is quality and excellence!

---

**Quality and excellence**

Quality and excellence are the most important factors in a certificate program. These factors help to produce a course which will provide the skills and confidence for teachers to become the best in the industry.

We strive to provide excellence and quality to all of our course participants! We believe that our TEYL certificate course is a valuable asset for those who teach ESL to young learners!

The demand for teachers trained in TEYL is increasing as the industry recognizes the unique challenges of teaching English to children. Our TEYL certificate course has set the standard for other TEYL courses to follow.

If you have any questions or concerns about accreditation or any other aspect of our certificate program, please feel free to contact us at any time.
Extended TEYL services

Consulting

We have specialized professionals ready to help you with any issue related to teaching English to children. Our fees are very reasonable. Please contact us with your project specifications.

Customized professional development services

We can help you with the professional development of teachers. We can provide a wide range of services from one-day workshops to full customized courses. We can also provide services for those who train teachers.

Teacher assessment

We provide testing/assessment of teachers. The best way to assess the skill level of your teachers is to have them take our CertTEYL E-Learning course and their personal tutor can write a full report for you. We can also provide custom assessment solutions.
Course licensing

If you would like to distribute our course or have a teacher training institution, you can license our course for exclusive use in a country or region. You must provide us with a solid business plan and proof of ability to finance the project.

TEYL in Japan

The Society for the Advancement of International Education and Edvec Inc. provide our CertTEYL in Japan.

You can visit their websites at:
http://www.teyl-j.org/english/
http://www.edvec.co.jp/home/aboutus/english.html

FREE ESL resources

We are very proud to sponsor the website http://www.teachchildrenesl.com!

This is great website provides free teaching resources for those who teach ESL/EFL to children.
Enrollment form

First Name ___________________________ Last Name ___________________________ Birth Date DD / MM / YYYY

Nationality ___________________________ Country of Residence ___________________________ Email ___________________________

Mailing Address _________________________ (Please include all details including postal code and country)

EDUCATIONAL BACKGROUND (please select one):

___ High School ___ Some University or College ___ Complete Diploma ___ Higher (MA, PhD, etc.)

Other certificates, awards, courses, etc.

TEACHING EXPERIENCE (please select one):

___ Less than 1 year ___ 1 to 2 years ___ 3 to 5 years ___ 6 to 10 years ___ 10 to 15 years ___ 16+ years

Where did you found out about us? __________________________________________________________________

METHOD OF PAYMENT FOR COURSE FEES (please select one):

___ PayPal.com [Visa, MC, Amex, debit card, etc.] ___ 2checkout.com [Visa, MC, Amex, debit card, etc.] ___ Bank Transfer

___ Someone else will pay for my course fees (please include all details – name, email, method of payment, etc)

NOTE: Acceptance to the CertTEYL course is determined at the sole discretion of Advanced Teacher Training.

Please send this enrollment form to:

Advanced Teacher Training
509 Commissioners Rd. W., Suite 351
London, ON N6J 1Y5 CANADA

OR Fax: 519-645-4966 (Country code = 1)

OR Email: info@teyl.com

OR Enroll online: http://www.teyl.com/register/
8 MORE REASONS WHY YOU SHOULD ENROLL

1. It works! Course graduates are very happy with the CertTEYL and find it a good investment of their time and effort.

CertTEYL graduates report that they earn more money and that they advance more quickly in their careers.

2. You can explore the best methods to teach English to young learners and you can learn to S-T-R-E-T-C-H your teaching style to accommodate the individual needs of your students.

3. The CertTEYL will help you to develop your career and to increase your level of professionalism.

You must be a certified expert in your field if you want to be respected as a professional by your peers, employers, and students. As a successful CertTEYL graduate, you will have the confidence that you are a true professional.

4. You will learn how to create a classroom atmosphere for efficient English language acquisition. You will also learn how to properly manage children's behavior and how to use teaching resources effectively.

5. Our course was developed by professional teachers and will give you convenient, no-nonsense, sure-fire methods for teaching English to children. The Advanced CertTEYL E-Learning course will give you the knowledge, skills, and confidence that you need to become a successful teacher.
6. You will learn how to identify and understand all aspects of a child: social, emotional, intellectual, and physical. You will also learn how to communicate effectively with young learners in the classroom.

7. CertTEYL course graduates often tell us, "I wish I had done this course at the beginning of my career..."

No course can make you an instant teacher. There are no tricks or shortcuts that you can learn in a few days. The course is challenging; it will make you think about what you are already doing and how to improve your teaching. With our CertTEYL program you will be prepared to face the challenges of being an English teacher and you will know how to constantly improve/reinvent yourself in the classroom.

8. You will acquire proper instructive strategies for using flashcards, stories, music, drama, crafts, games, projects, and pair work.
SELF ASSESSMENTS
Qualification quiz

Below is a simple quiz which will help you determine if you are qualified for the CertTEYL E-Learning course.

Please select an answer for each question and then look at Points Table on the following page and add the correspondent values for each answer you selected. Compare your results with the chart provided.

1. What is your level of education?
   A) High School
   B) Some University or College
   C) Full Degree or Diploma
   D) Masters or PhD Degree

2. Do you have any other certificates, awards, courses or special qualifications?
   A) TESL/TEFL/TESOL or related.
   B) Yes, related to teaching or training.
   C) Yes, not related to teaching or training.
   D) No.

3. Do you have any type of teaching experience?
   A) I have teaching experience but not in ESL.
   B) I have taught ESL to adults.
   C) I have taught ESL to adults and/or children.
   D) I do not have any teaching experience.

4. How long have you been teaching or training?
   A) No experience.
   B) Up to 1 year.
   C) 1-5 years.
   D) More than 5 years.

5. Are you a native English speaker OR proficient in English?
   A) My English language skills are excellent.
   B) I have a good command of the English language.
   C) I am not a native speaker but I feel comfortable with the English language.
   D) I am not sure of my English language skills.
### Points Table

<table>
<thead>
<tr>
<th>Question 1:</th>
<th>Question 2:</th>
<th>Question 3:</th>
<th>Question 4:</th>
<th>Question 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) 2 points</td>
<td>A) 10 points</td>
<td>A) 6 points</td>
<td>A) 0 points</td>
<td>A) 3 points</td>
</tr>
<tr>
<td>B) 3 points</td>
<td>B) 4 points</td>
<td>B) 10 points</td>
<td>B) 8 points</td>
<td>B) 2 points</td>
</tr>
<tr>
<td>C) 4 points</td>
<td>C) 1 points</td>
<td>C) 12 points</td>
<td>C) 10 points</td>
<td>C) 2 points</td>
</tr>
<tr>
<td>D) 5 points</td>
<td>D) 0 points</td>
<td>D) 0 points</td>
<td>D) 15 points</td>
<td>D) 1 points</td>
</tr>
</tbody>
</table>

**YOUR SCORE:**

\[
\text{Question 1} + \text{Question 2} + \text{Question 3} + \text{Question 4} + \text{Question 5} = \text{TOTAL POINTS} \]

### Score Description

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 or above</td>
<td>Congratulations, you are qualified!</td>
</tr>
<tr>
<td>5 to 8</td>
<td>You are qualified to enroll for our CertTEYL E-Learning course but we recommend that you contact us to verify that this course is for you.</td>
</tr>
<tr>
<td>Less than 5</td>
<td>You do not qualify for the CertTEYL E-Learning course at this time. If you have any questions, please contact us.</td>
</tr>
</tbody>
</table>

**Note:** You must be at least 21 years old to take this course (or obtain special permission).
Computer skills assessment

Below is a simple quiz which will help you determine if you have enough computer skills to take the CertTEYL E-Learning course.

Please select an answer for each question and then read the instructions on the next page on how to calculate your score.

1. Can you search on the Internet? Google, Yahoo, etc.
   □ Yes □ No

2. Do you know how to add attachments to your email?
   □ Yes □ No

3. Can you cut and paste text from one program to another?
   □ Yes □ No

4. Can you use the "Save Target As..." feature on a browser?
   □ Yes □ No

5. Have you ever filled out and submitted forms on the Internet?
   □ Yes □ No

6. Have you ever used Adobe Acrobat Reader? Or PDF files?
   □ Yes □ No

7. Do you "surf" the Internet for fun?
   □ Yes
   □ No
8. Do you have, or ever have had, your own computer?
☐ Yes    ☐ No

9. Do you know how to save, open, copy, move, or delete files on a computer?
☐ Yes    ☐ No

10. Have you ever heard of Internet Explorer, Flash Player, or Acrobat Reader?
☐ Yes    ☐ No

11. Do you use a computer at work, school, or at home?
☐ Yes    ☐ No

INSTRUCTIONS:

To calculate your score, give yourself one point for each “Yes” answer and zero points for each “No” answer. Add all points and compare your results with the table below.

\[
\text{Q 1} + \text{Q 2} + \text{Q 3} + \text{Q 4} + \text{Q 5} + \text{Q 6} + \text{Q 7} + \text{Q 8} + \text{Q 9} + \text{Q 10} + \text{Q 11} = \text{TOTAL POINTS}
\]

<table>
<thead>
<tr>
<th>SCORE</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - 11</td>
<td>No problems using this course.</td>
</tr>
<tr>
<td>3 - 4</td>
<td>You might need a little bit of help from a friend once in a while.</td>
</tr>
<tr>
<td>0 - 2</td>
<td>You should consider taking a basic computer skills course before taking this course.</td>
</tr>
</tbody>
</table>
The English Teacher as Professional

(Sample Article from the CertTEYL E-Learning Course)

A kind word of thanks to Penny Ur for giving us the exclusive use of her article in our CertTEYL E-Learning course. Penny Ur has written many articles and books on the subject of teaching ESL/EFL. She is also series editor for Cambridge Handbooks for Language Teachers. A version of this article was published in Methodology in Language Teaching.

A professional is, broadly speaking, someone whose work involves performing a certain function with some degree of expertise. But a narrower definition limits the term to apply to people like doctors, teachers and lawyers, whose expertise involves not only skill and knowledge but also the exercise of highly sophisticated judgement, and whose accreditation necessitates extensive study, often university-based, as well as practical experience. This notion of professionalism can be further clarified by contrasting it with others that it is often set in opposition to: concepts such as lay, amateur, technician, academic. Each contrast offers an understanding from a different perspective.

This article explores these contrasts, and relates them to the work of the English teacher.

1. Professional vs. lay

A 'lay' population is a population that does not belong to a specified professional group. The use of the term implies the existence of such a group, whose members possess certain skills, knowledge and conventions that the lay population do not have. Typically, they communicate between themselves employing vocabulary that is not readily comprehensible to a lay person; (in our case, examples would be cloze, L1, L2, ESP etc.). These qualifications make them into 'club' for the initiated to which others do not belong: a professional community.

Like many others, the professional community of English teachers has developed means of consolidating relationships between its members and created opportunities for them to benefit from each others' knowledge. It holds courses and conferences: within a single institution, in a province, state or country, and, increasingly, internationally (IATEFL, TESOL). And it sets up organs through which members can exchange ideas and publish innovations (journals, newsletters, Internet sites).
2. Professional vs amateur

The distinction between the professional and the amateur is based on a consistent difference in performance in the field, involving the quality of preparatory and ongoing learning, standards and commitment. The amateur does things for fun, for the love of it: thus someone who knows English may have a go at teaching it, as an amateur, without any particular training or commitment. They may do it well, they may do it badly. But the professional cannot allow him or herself to 'have a go' at teaching or to do it badly.

Professionalism means preparing oneself to do a competent job through learning. This learning may take the form of pre- or in-service courses, reflection on experience, reading, observation, discussion with colleagues, writing, research - the means are numerous. Such learning continues throughout the professional's working life. Similarly, the professional recognizes certain standards: of knowledge (of the subject and of its methodology), of dedication and hard work, of behaviour and of relationships with clients (learners, patients) and other professionals. Some of these standards are in many professions maintained through compulsory examinations and nationally or internationally recognized qualifications - this is increasingly true also of English teaching, though not universally.

Finally, there is the aspect of commitment and responsibility. Just as the lawyer is committed to doing the best for the client, so professional teachers are committed to bringing about the best learning they can in their classes. One implication of this is that we may not play around and experiment with our classes, trying out new 'fads' only because they are fashionable or fun for us: we may only try out new things if we are confident that they will benefit our students' learning; compare the situation of the doctor with new treatments.

The distinction is one of general principle, and may in individual cases be blurred or non-existent. As in many fields, a gifted amateur may outperform a professional. And the amateur may become a professional, provided he or she adopts the professional approach described above. Many excellent teachers in fact began as amateurs, and developed their professionalism in the course of time.
3. Professional vs technician

The technician, craftsman or artisan performs certain acts with skill and becomes more skilful as time goes on, through practice. But the professional has not only to acquire certain skills, but also to be able to take courses of action that are based on knowledge and thought, as distinct from automatic routines. Beyond this: he or she has to understand the principles underlying both automatized and consciously designed action, and be able to articulate them, relate them to each other, and innovate. There are, therefore, many jobs that may be done either 'technically' or 'professionally', depending on the way the worker approaches and performs them: an innovative and thoughtful carpenter may be a professional (Adam Bede, for example!); a nurse who performs only routine duties as he or she is told may be a mere technician.

The native English speaker is a technician, in the sense that he or she is skilled in speaking English; the English teacher is in principle a professional: he or she can not only speak the language but can also explain why it works the way it does and what different bits of it mean, and knows how to 'mediate' it to learners in a form that they can grasp and learn (for a more comprehensive discussion of this point, see Shulman, 1986). The teacher also knows how to manage classrooms and relationships: again, these are not just unthinking skills but thoughtfully evolved and flexible sets of professional behaviours. The combination of these kinds of knowledge enables the experienced teacher to make informed and appropriate real-time decisions when - as often happens - different equally valid principles appear to conflict in a particular situation.

One important implication of this is the professional autonomy of the teacher. Because the teacher has a deep understanding of the principles of professional action, enabling him or her to innovate and to relate critically to innovations of others, it follows that he or she may not just follow instructions or adopt unthinkingly the recommendations of 'experts'. We ourselves are the experts. We should certainly listen to other people's ideas, but we should adopt them only insofar as we find them acceptable in terms of our own thinking and experience (compare Stenhouse, 1985).
4. Professional vs academic

The final contrast I would like to relate to is that between the professional and the academic - the latter being defined as a researcher, lecturer and writer, usually based in a university. According to the contrasts defined up to now, the academic falls under the category of 'professional', and many academics would so define themselves. But there is an essential difference between the occupation of the doctor, architect, teacher on the one hand, and the research scientist on the other. The professional is, first and foremost, a bringer-about of real-world change: the doctor cures patients, the architect designs buildings, the teacher brings about or catalyzes learning. Essentially, the professional prioritizes real-time action, whereas the academic prioritizes thought - though of course the professional also thinks about what his or her actions, and the academic acts in order to develop his or her thinking. The distinction is thus one of emphasis and priorities rather than of substance.

The following list summarizes the differences, as well as one important similarity.

<table>
<thead>
<tr>
<th>The Academic...</th>
<th>The Professional...</th>
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<tr>
<td>...is primarily occupied in thinking and researching.</td>
<td>...is primarily occupied in real-time action.</td>
</tr>
<tr>
<td>...acts (researches) in order to refine thinking.</td>
<td>...thinks in order to improve action.</td>
</tr>
<tr>
<td>...is interested in finding out the truth or more information.</td>
<td>... is interested in finding out what works.</td>
</tr>
<tr>
<td>... is not an immediate agent of real-world change.</td>
<td>...is an immediate agent of real-world change.</td>
</tr>
<tr>
<td>... is evaluated in the short term by his or her publications.</td>
<td>... is evaluated in the short term by the extent to which he or she brings about change seen as valuable.</td>
</tr>
<tr>
<td>... is evaluated in the long term by his or her influence on the thought and action of both academics and professionals (and sometimes of the lay public).</td>
<td>... is evaluated in the long term by his or her influence on the thought and action of both academics and professionals (and sometimes of the lay public).</td>
</tr>
</tbody>
</table>
The similarity is in the last item: that whatever they do during their active careers, the work of both will be judged ultimately by how they have contributed to their field in a way that can benefit future generations. Galileo would be an example of the first category, Socrates of the second.

An implication of all this is that research and thinking by the academic may not always apply or be relevant to professional practice, just as 'what works' for us may not be for them a worthwhile or generalizable scientific hypothesis. There is, obviously, much for us to learn from one another, but to impose the priorities of the one on the activity of the other is to dilute or actually mar its quality. Thus, to claim that academic research should justify itself in terms of its usefulness or applicability to real-world professional practice is to deny academic freedom and the joy of discovery for its own sake. And it is, similarly, wrong to imply that professionals should base their professional action primarily on the results of academic research and theorizing.

The English teacher is essentially a professional engaged in bringing about real-world change, who may on occasion undertake academic research. The two endeavours are different, but mutually beneficial and equally to be respected.

So that to say that we English teachers are professionals is to imply that:

- **We are a community.** We are an identifiable group, whose members are interested in interaction with one another for the sake of learning, and also for the enjoyment of exchanging experiences and ideas with sympathetic colleagues.

- **We are committed.** We are committed to reaching certain standards of performance, and we are aware of our responsibility towards our learners and their learning.

- **We publish.** We communicate innovatory ideas, whether theoretical or practical to one another and to the public at large: through in-house seminars, national or international conferences, journals, or books.

- **We learn.** We do not just teach: we also learn, continually: about our subject matter, about teaching methods, and about many other things that make us better educated and therefore better educators. We read, we listen, we reflect, we discuss.

- **We are autonomous.** Nobody else can tell us what to do; we ourselves are responsible for maintaining professional standards. In principle, therefore, a professional body should set the requirements for accreditation at different levels and should act as 'gatekeeper', ensuring that teaching is not performed by ill-qualified amateurs.
- **We are responsible for training new teachers.** It is the professional teachers who should be organizing courses and teaching the next generation of practitioners, whether through school-, college- or university-based courses.

English teaching has not yet reached the level of professionalism, as defined here, that - to me at least - seems desirable. Some of the above conditions have not yet been realized, or not to the level I would like to see. There are still too many amateurs around, people who think that it is enough to know English in order to teach it, with resulting lowering of teaching standards; there are too many academics telling us how to teach, and too many 'technician' teachers who admit their right to do so; there are too many lay persons in positions of authority or forming powerful lobbies, taking or causing ill-informed decisions on the management of the learning of English in schools or on teacher training.

But things are moving. In my own working lifetime, I have seen significant progress. Thriving and active English teachers' organizations now exist in most countries, as do journals and regular seminars and conferences; increasingly, teachers take a pride in their work, invest time and effort in it, lecture and write. I hope this trend will continue - and accelerate - with the incoming generation.

**References**


WHITE PAPERS
The Three Myths and Ten ADVANTAGES of E-Learning

All the major universities around the globe are gearing up for more and more online learning. This trend is based on solid research that proves that e-learning is superior to traditional classroom learning in many situations. E-learning is the future and to embrace the future we must first dispel the myths.

MYTH 1

DE-PERSONALIZED LEARNING.

A typical classroom situation has one teacher for several or many students.

As a learner, if you are not sure about the material being presented, you may be allowed to ask a question or two BUT then the lesson must continue at some point - regardless of whether you are ready to proceed or not.

At the end of the lesson, you can try to catch the course instructor and ask for more clarification if the instructor has time.

Other students may do this also, but the instructor cannot sit there one-to-one with each student indefinitely.

E-Learning provides a one-to-one learning opportunity that classroom courses cannot provide.

With our CertTEYL E-Learning course, the participant has unlimited contact time with their own personal tutor.
MYTH 2

E-LEARNING HAS TO BE SYNCHRONOUS.

With the CertTEYL, you do not have to be on the computer at specified times.

You are always able learn at your own pace.
You can work on the course at the time that is most convenient for you – whether it is 2:00 pm or 2:00 am, Wednesday or Saturday, the course is always accessible and ready for your best learning schedule.

MYTH 3

E-LEARNING COURSES ARE NOT RESPECTED BY EMPLOYERS.

Employers should be on the leading edge of future trends.
They should recognize that a teacher who earns a qualification from a reputable e-learning course is a modern and innovative teacher.

The TEN Advantages of E-Learning

1. You can keep teaching while you take the course.
2. You can study from anywhere in the world.
3. You can study at your own pace.
4. You can review less familiar concepts and skim over well known material.
5. You feel confident that the information is well learned and can be "re-learned" at any time.
6. You have more personal contact with your tutor than on a regular course with the trainer or lecturer.
7. You will have meaningful interaction with others taking the course.
8. Our e-learning course is less stressful, there are no time pressures, and you can work during your own peak hours.
9. The interactive components will give you immediate response or feedback.
10. E-learning course have lower fees — not to mention the savings in travel and lodging.
What makes a teacher happy?

Higher salary? Less hours? FREE COFFEE?

1. A teacher is a professional and likes to be treated as one. Professionals need to keep up with the latest developments in their field!

2. Teachers like to be challenged; they like to learn new ways to be better at their profession.

3. Teachers want to make sure that they are doing things right. A good teacher wants the students to LEARN.

4. As professionals, teachers need the skills, knowledge, and confidence to feel good about themselves.

Lack of skills or knowledge = FRUSTRATION!!! (Unhappy teachers)
SO HOW CAN YOU MAKE SURE THAT YOUR TEACHERS ARE HAPPY?

It’s very easy!
Our CertTEYL E-Learning course is a complete professional development tool for those who teach English to children.

The course was designed by language teachers from around the globe and is taught by practicing teachers.

The CertTEYL is a top quality tool for teachers.

Unlimited access to a personal tutor during the course will make the experience much more rewarding.

We guarantee that your school’s teachers will be happy when they complete the course.

The tutor is never in a hurry to leave – all questions will be thoroughly answered.

This is something that a course participant cannot do in a regular training session.

Teachers will be happy to share their classroom experiences with the tutor directly or with other teachers through an online forum.

Even the most experienced veterans will be happy to find out that they have been doing things right.
Summary

1. Teachers are professionals who need to constantly upgrade their knowledge and skills.

2. Teachers want to participate in professional development courses because it gives them the confidence that they are doing the best job possible.

3. Teachers want their students to learn efficiently and effectively.

"Don't try to fix the students, fix ourselves first. The good teacher makes the poor student good and the good student superior. When our students fail, we, as teachers, too, have failed."

Marva Collins

www.teyl.com
OTHER HELPFUL ARTICLES
How to Keep Your Teaching Job

(by Nuno Dias, CertTEYL Course Tutor)

Under the current economic situation that is affecting most of the globe, one of the first areas for cost savings is in education. And, usually the biggest expense in education is the teaching staff.

What can you do to protect your job and your teaching career?

I gathered these ideas from the experiences I gained as an employee, employer (owner of a private language school), and teacher trainer where I currently tutor for an e-learning professional development course. As a tutor, I deal with teachers' concerns on a daily basis.

This may not be a comprehensive list, but it will help you to start preparing to protect your job:

1. **Make yourself a valuable part of the team.** Ask for advancement opportunities, more responsibilities, extra projects, etc. Your employer will take notice of what you do beyond your teaching duties.

2. **Prepare for the worst.** Start looking for other work. If you never need the new job, it is a good chance to review what you have to offer and to improve your weak areas. When is the last time you updated your skills?

3. **Have a positive attitude.** Don't complain. List the good things about yourself and your career. Avoid negative talk, gossip, and finger pointing. Economic downturns are a good excuse for getting rid of troublemaking teachers.

4. **Money isn't everything!** Show your employer and your colleagues that you love your career. It is not just a way to make money. Remember that you are helping your students to learn a new language - a lifelong skill.

5. **Don't be an egomaniac.** Help others and let others help you in aspects that are not part of teaching. The more you are part of a "family", the less likely the administrations will want to get rid of you.

6. **Take care of yourself.** Get enough sleep. Eat well. Exercise. If you are healthy and happy, good things will always happen.
7. **Improve yourself.** Attend seminars, conferences, buy books, or take a course. The improvement in skills and knowledge will give you the confidence needed to weather this temporary negative economic climate.

Even if your job is 100% guaranteed and secure, these are still great ideas to make you a happy and successful teacher.

GOOD LUCK!

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**Nuno Dias is the Head Tutor for the CertTEYL E-Learning course for those who teach ESL/EFL to children overseas.**

Nuno's investment advice:

*If I could give you real financial investment advice, I would be living near in a luxury condo near Wall Street :)*

However, even I know that an investment in your own professional credentials is a proven way to earn more money and gain more job security throughout your career.

*I work as a tutor for the course, so here's some "insider information" -- I believe that the CertTEYL course is an excellent investment for your future. **Give it a try!***
Professionalism as Motivation for Teachers

(by Nuno Dias, CertTEYL Course Tutor)

Learning in the classroom will be drastically affected if teachers lose their own motivation to continue teaching. We assume that helping students with the challenges of learning and watching students reach their goals is enough of a catalyst, but teachers need more than this for long term motivation. Teachers need to be motivated outside of the classroom and a good source for this type of motivation is the challenge of becoming a true professional.

I tutor for a professional development course for English teachers (the CertTEYL online course) and one of the questions in the final tasks asks to, "Discuss what makes any teacher a professional." Some of the responses that I receive describe: being on time, dressing professionally, knowing grammar rules, and other cursory elements. It is important for teachers to look and act in the manner of an expert; however, this is not what makes a teacher a genuine professional.

There is an article in the course that I tutor called, "The English Teacher as Professional" provided exclusively for use in the course by Penny Ur. In the article Ur summarizes what teachers must fulfill to become true professionals. All professionals, including doctors, lawyers, engineers, and others, actively practice these pointers as part of their careers. The following professional elements can also be great motivators for teachers who are a bit "bored" with the everyday routine of being a teacher:

"We are a community."
Join a local or national teacher's association or even an online chat group for English teachers. Share experiences and get excited by the energy of being with your fellow teachers.

"We publish."
This can be anything from materials for local seminars/workshops, to articles for journals/online websites, to full length books. We are English teachers; we should definitely use our language skills to communicate with our peers!
"We learn."
Grab some books, read some Internet articles, get full articles for free from ERIC Database! Learning is a great motivator and gives us new confidence and energy.

"We are responsible for training new teachers."
If you have only been teaching for a couple of years or have taught for decades, you have many experiences to share with newer teachers. Working with novice teachers will help you to feel that initial surge of energy that we had at the beginning of our careers when we wanted to change the world!

On a daily basis, I have the privilege of working with my fellow teachers. I learn as much from them as I hope they learn from me. Sometimes I am a bit too didactic; however, these teachers put me in my place with their excellent ideas and new approaches to teaching. I am always open to new thoughts from my colleagues because I have never been disappointed with their solutions.

What we do as teachers outside of the classroom and in the professional teaching community can be as motivating as the daily challenges of helping our students to learn English. Give it a try!

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Nuno Dias is the Head Tutor for the CertTEYL E-Learning course for those who teach English to children.

He has one final suggestion:

Try to join a group, write an article, read a book about educational issues, or volunteer to help new teachers find their footing. There are several other points in Ur's article about professionalism. You will find these other suggestions in the CertTEYL online course.

I work as a tutor for the course, so it is a biased suggestion, but I sincerely believe that the CertTEYL course is a great motivator for any teacher. Take a look!