

Professiogram Based on TESOL, CELTA, TEFL and TKT International Foreign Language Teaching Programs

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Abstract: The current article illustrates the content of international English language teaching programs such as TESOL, TEFL, CELTA and TKT and demonstrates the professiogram of an English teacher including professional competences based on them.

Key words: TESOL, TEFL, CELTA, TKT, teaching programs, modules, professional competence, professiogram.

International foreign language teaching programs and professional competences of English language teachers are being researched in the world's leading scientific and methodical centers and universities. In particular, the TESOL program is taught in undergraduate and graduate courses at more than 140 universities such as Arizona, Webster, New York, San Francisco, California State Universities, Westcliff, Oakland, St. John's, American University in Washington. The TEFL program is included in the program of Georgetown, Arkansas, Arizona, Columbia, San Diego Universities of the United States, Manitoba of Canada, University of Toronto and other universities. The TKT program is popular in European countries and is taught in many universities and courses recommended by scientific organizations. In particular, Cambridge, Birmingham, Sheffield, College Cork, Coventry, Swansea, Worcester, International Balkan, Lancaster University and a number of similar universities of England have organized courses based on the CELTA program and are conducting scientific research on it.

Theoretical and practical knowledge of language teaching is perfectly structured in these programs and they serve as the basic teaching programs for language teachers. They cover the methodology of language teaching in a comprehensive way, including which competencies the teacher should acquire, how to teach which form of language speech, lesson planning, methods used in the lesson, technologies, assessment literacy and reflective education.

Foreign scholars N.Xomskiy and Del Haymes founded the notion "competence" and its formation. Scientists such as Max Dimond, Joan Kang Sin, Mahmoud M.S.Abdallah, Justen Ricketts, Janet Brennan, Lynette Kim, Peter Watkins, Scott Thornbury, Mary Spratt, Alan Pulverness, Melanie Williams, M. Selse-Marsiya, D.K.Nguyen have conducted research on TESOL, TEFL, CELTA and TKT programs¹¹. However, it is necessary to carry out a series of research on the theoretical and methodological basis of the issue of teachers' competence in TESOL, TEFL, CELTA and TKT

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programs. In particular, the problems related to the development of the professional competence of public secondary school English language teachers on the basis of international foreign language teaching programs have not been studied, and this issue is one of the factors that determine the relevance of this work.

Highlighting the system of modules, that make up the content of TESOL, CELTA, TEFL and TKT international foreign language teaching programs, the table below shows the differences and similarities in their content and form clearly (see table 1).

Table 1 The content of TESOL, CELTA, TEFL and TKT programs

No	Program name	TESOL	CELTA	TEFL	TKT
1	Module 1	Language: English and its variants, language and culture	Learners and teachers, teaching and teaching context: learners' motivation	Language learning theories: behaviorism, innatism va interakcjonizm	Language, language learning and teaching: language skills, learner's characteristics
2	Module 2	Language learning: second language accouision (SLA) theories, learning styles	Language analysis and awareness: form and use of the language, English grammar, lexis, phonology	Teaching methods, teaching principles, and teaching process: language teaching approaches	Lesson planning and language teaching resources: making a lesson plan, selecting resources
3	Module 3	Language teaching: language teaching methods and principles, teacher's role	Language skills: basics and aims of reading, listening, speaking and writing, strategies of developing language skills	Individual differences in second language learning: biological and cognitive differences, individual differences in ZPD zone	Managing teaching and learning process: creating learning enviroment, managing classroom, groupworking
4	Module 4	Understanding English: learners' errors, correcting errors and providing feedback	Planning and resources for different teaching contexts: lesson planning, adapting learning materials and assessment	Assessment and control: the aim and types of the assessment, portfolio, self-assessment and peer-assessment techniques	-
5	Module 5	Facilitating language learning: authentic materials, monitoring language learning	Teaching art and developing professional competence: classroom management, monitoring learning efficiency, self-	Lesson plan: planning effective lessons, steps of the lesson, connection between learners' need and lesson objective	-



			reflection		
6	Module 6	Preparing lessons: lesson objective and lesson planning	-	-	-

Having familiarized with the competencies in the international foreign language teaching programs such as TESOL, TEFL, CELTA and TKT and their explanation, the professional profile of a modern English language teacher with these competencies was formed and these competencies were referred as its components.

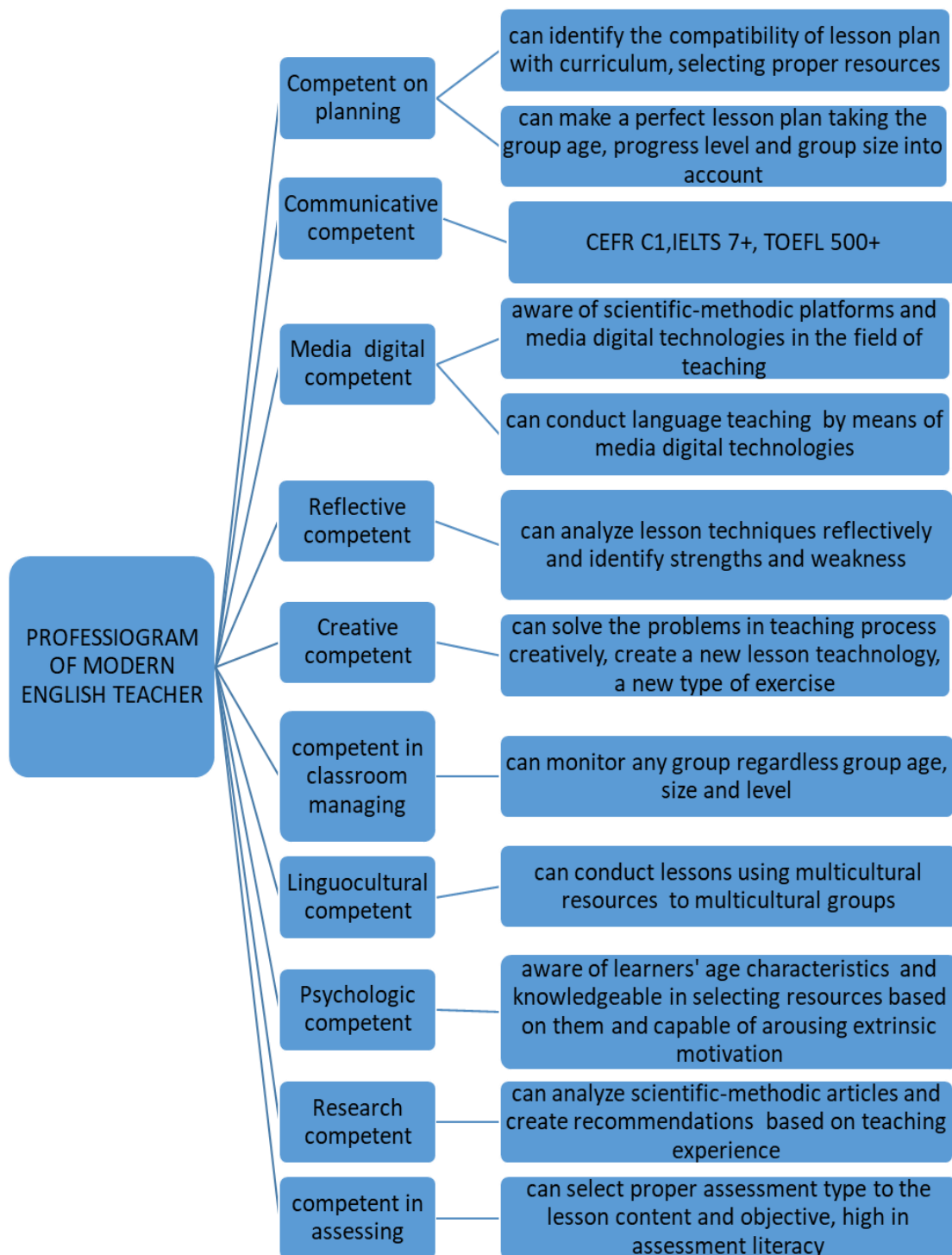


Figure 1. Professiogram of a modern English teacher



System of exercises that serve to develop professional competences based on international foreign language teaching programs was developed in the form of classroom training and extracurricular activities, i.e. independent education (self-study) and self-assessment. Within the framework of each professional competence, the goal was to determine the professional competency of English language teachers and to develop competency by analyzing the results.

Exercises for developing reflective competence:

- a) Write a reflective report on your conducted lesson after the completing;
- b) Answer the questions below according to your conducted lesson:

Questions for reflection:

- What went well at the lesson?
 - What didn't go well at the lesson?
 - Did you catch lesson objective?
- c) Get anonymous feedback from students at the end of the lesson to determine reflectively how the lesson went, and read and analyze it;
 - d) Videotape your lesson and self-assess by 0-5 scale based on the following categories and analyze the results

Teacher's managing skill _____

Student-centered teaching _____

Classroom interaction _____

Production of students _____

Students' use of English at lesson _____

Fluency in lesson sequence _____

- e) Observe your colleagues' lessons and identify their pedagogic strength and weakness:

Example: Strength – having a successful lesson plan.

Weakness – not using authentic materials.

Hence, As an example of the analysis of advanced foreign experiences, TESOL, TEFL, CELTA and TKT programs are considered, and it was determined that the modern English language teaching methodology and the competence of the English language teacher are inextricably linked with these international foreign language teaching programs. It has been proven that the application of the technology of organizing lessons on the basis of TESOL, TEFL, CELTA and TKT programs in the experimental work serves to improve the language teaching methodology, including the professional development of English language teachers and learners' language acquisition in an easy and effective way. A professional profile (professional portrait) of a modern English language teacher with improved professional competence based on TESOL, TEFL, CELTA and TKT programs was created, and it explained in detail which basic competencies a teacher should have and the characteristics of these competencies.

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