

## CAMBRIDGE ESOL – CELTA

CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

2019 DATES & COSTS OF ENROLMENT					
– PLEASE KEEP THIS PAGE FOR YOUR INFORMATION					
ADELAIDE					
	COURSE TYPE	START	END	DURATION	CLOSING DATE
	ONSITE	21/1/2019	15/2/2019	4 Weeks	21/12/2018
	ONSITE	01/07/2019	26/07/2019	4 Weeks	03/06/2019
	ONSITE	18/11/2019	13/12/2019	4 Weeks	18/10/2019

COURSE COSTS	
Course Fee 2019 – (includes \$200 assessment fee)	\$3,500.00
CELTA Observation Course – Adelaide	\$3,400.00
Grammar Refresher Course – Part Time (on request) <i>(minimum 6 students required)</i>	\$200.00
<b>Student Concession</b> - 10% concession on CELTA course fee for Full-time University students	

EARLYBIRD DISCOUNT
Early bird discount: \$100 Applicable to applications received 14 days prior to CELTA closing date.

## CONDITIONS OF ENROLMENT – PLEASE KEEP THIS PAGE FOR YOUR INFORMATION

1. A deposit of \$200 is payable on application.
2. The balance of fees must be paid 4 weeks before the commencement of the course or the place may be offered to another candidate. This fee is not refundable unless the College agrees with the reasons for withdrawal and a substitute candidate can be found.
3. The College reserves the right to increase fees at any time and to cancel a course if there are an insufficient number of candidates. In the event of cancellation of a course, all fees will be refunded.
4. A transfer fee of \$200.00 must be paid if a trainee decides to transfer to another course within two weeks of a course starting unless another candidate takes their place.
5. It is generally recommended by Cambridge that candidates be aged 20 or over, but candidates aged between 18 and 20 can be accepted at the discretion of SACE.
6. All candidates must fill in an application for, complete a task and have an interview to be accepted onto a course.
7. After acceptance candidates must complete a pre-course learning task before course commencement. This is compulsory and must be handed in on the first day of the course.
8. It is the policy of SACE and UCLES to ensure equality of opportunity for all applicants.
9. No refund is payable after you have commenced your course.
10. Final grades are decided by the tutors and validated by the Course Assessor. Results are final and there is no provision by Cambridge ESOL for a remark or appeal.
11. Candidates must confirm they are in a state of good health and provide details of any specific health or learning difficulties.
12. Candidates must inform the tutors in writing before the beginning of the course for which they have enrolled of any pre-existing medical problems (including stress-related conditions) which may have an adverse effect on their performance during the course.
13. The course is demanding and sometimes stressful. Candidates, who withdraw after the beginning of the course, giving stress-related conditions as a reason, will not be offered a refund of their course fees.
14. Candidates are financially responsible for all material borrowed from the College (e.g. books, videos, audio tapes, etc.) Class texts can be bought from reception if you wish to write in them.
15. Candidates are responsible for providing their own stationery and teaching materials (e.g. Blu-Tack, folder, cardboard, scissors etc.)

**CAMBRIDGE ESOL – CELTA**  
**CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS**  
**OF OTHER LANGUAGES**  
 Application Form

Please complete the application form and return it to SACE. Attach a photograph and enclose photocopies of relevant certificates

APPLICANT INFORMATION					
Family Name		First		ATTATCH A PHOTO	
Street Address		City			
State	PC	Country			
Phone (H)	(M)	DOB			
E-mail Address					
Are you a citizen of Australia?		YES <input type="checkbox"/>	NO <input type="checkbox"/>	If no, what type of visa will you apply for?	
Nationality	Student <input type="checkbox"/>		Tourist <input type="checkbox"/>	Working Holiday <input type="checkbox"/>	Other <input type="checkbox"/>
If English is not your first language do you have an English Test Score? IELTS / CPE / TOEFL					
Overall Score	Writing Score	Speaking Score			

COURSE	
Course Date	Date of Application
How did you hear about the course? Advertisement <input type="checkbox"/> SACE Website <input type="checkbox"/> Other Website <input type="checkbox"/> _____ Word of Mouth <input type="checkbox"/> Other <input type="checkbox"/>	

PREVIOUS EDUCATION
Qualifications (Please include copies of certificates)
TEFOL/TESOL Teaching Experience
Other Teaching Experience
Present Occupation & Past Experience
Which languages other than English do you speak/read/write? Please comment on your level of proficiency
Confirmation that you are in a state of good health/details of specific health or learning needs

DISCLAIMER AND SIGNATURE
I wish to register for the SACE Cambridge ESOL CELTA Teacher Training course and have agreed to comply with the conditions of enrolment, payment and cancellation
Signature _____ Date _____

- In 2019 the course fee is \$3,500.00 (including assessment fee) for Adelaide.
- The assessment fee of \$200.00 is not refundable.
- When an offer of a place is made, an invoice for the CELTA course will be sent to you. A course deposit is due 7 days after the Letter of Offer is received.
- The balance of fees must be paid 4 weeks before the commencement of the course or the place may be offered to another candidate. This fee is not refundable unless the College agrees with the reasons for withdrawal and a substitute candidate can be found.

## COURSE INFORMATION

### **Please read and sign this page and return it with your application**

1. The balance of fees must be paid 4 weeks before the commencement of the course or the place may be offered to another candidate. This fee is not refundable unless the College agrees with the reasons for withdrawal and a substitute candidate can be found.
2. The Cambridge Assessment Fee of \$200.00 is not refundable.
3. The College reserves the right to increase fees at any time and to cancel a course if there are an insufficient number of candidates. In the event of cancellation of a course, all fees will be refunded.
4. A transfer fee of \$200.00 must be paid if a trainee decides to transfer to another course within two weeks of a course starting **unless** another candidate takes their place.
5. It is generally recommended by Cambridge that candidates be aged 20 or over, but candidates aged between 18 and 20 can be accepted at the discretion of SACE.
6. All candidates must fill in an application form, complete the CELTA application task, and attend an interview to be accepted onto a course.
7. After acceptance candidates must complete a pre-course learning task before course commencement. This is compulsory and must be handed in on the first day of the course.
8. It is the policy of SACE and UCLES to ensure equality of opportunity for all applicants.
9. No refund is payable after you have commenced your course.
10. Final grades are decided by the tutors and validated by the Course Assessor. Results are final and there is no provision by Cambridge ESOL for a remark or appeal.
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Signature

Date

## APPLICATION TASK

Your acceptance into the course will be based on an interview and this written application. It is not so important to get it all right, but for us to access your existing knowledge.

### A. Language Awareness

#### 1. In the following paragraph, name the parts of speech underlined.

He was (1) alive, trembling ever so (2) slightly with delight, proud that his (3) fear (4) was under control. Then, without (5) ceremony, he hugged in his fore-wings, (6) extended his (7) short angled wing tips and (8) plunged directly toward the sea.

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

#### 2. Mark the stress on the following words as in the example, using a small box: f family

photograph	advertise	considerable	industry
photography	advertisement	predisposed	industrial
enthusiastic	eligible	to import	
enthusiasm	illegible	an import	

#### 3. Explain the difference in meaning between the following pairs of sentences.

a. John was just sitting by her grave.

b. John was sitting just by her grave.

a. Would you mind opening the window?

b. Open the window!

a. "You look tired!  
"Yes, I've been working non-stop all day."

b. "You look tired!"  
"Yes, I was working non-stop until seven"

a. Have you seen "Die Hard 2"?

b. Did you see "Die Hard 2"?

a. When I arrived at the airport the plane left.

b. When I arrived at the airport the plane had left.

4. Read the following passage. If you find an error, correct it and account for it with a brief explanation of the grammatical rule being broken if you can.

**EXAMPLE:** I EATEN PIZZA LAST NIGHT! I ate pizza last night.  
Simple past of the irregular verb to eat should be ate.

A and B are discussing A's finances.

A. I spent too much money last year. Now I have in debt.

B It's important to don't worry. I'm sure everything would be fine.

A. Perhaps I can lend some money from my sister. She saves a lot since last year.

B Why doesn't you ask your bank manager first? She was always being helpful to you.

A. Yes, you always has good ideas. It's a pity I haven't got some money put aside.

## B. Methodology

1. Circle the words below that you would teach to a beginner learner.

Give the reasons for your selection.

Mother teacher terrific gravity classroom train blue trousers exhausted center lavatory observe hobby  
happy beach conductor valuable surname music miserable homesick reasonable agitated plump jug tall

2. In your **own handwriting**, explain:

- Why you want to do this course
- What you have to offer as a potential English language teacher (i.e. in terms of your skills, background, areas of interest, past experiences etc.)
- What you think will be the main problems you'll encounter on this course

Your written expression is considered in your application.

**3. Describe what you think are the qualities of a good language teacher.**

**4. In no more than 300 words, describe a successful and an unsuccessful learning experience you've had and identify the reasons for the different outcomes (attach another sheet if necessary)**



## OVERVIEW OF ASSESMENT

### 1. Certificate Award

The Certificate will be awarded to candidates who meet the course requirements and whose performance meets, or exceeds, the criteria in both assessment components

### 2. Course Requirements

To meet the course requirements candidates are required to attend the whole course and to:

- practice teach in a class of the relevant age group, at two significantly different levels for a total of six hours;
- observe experienced teachers teaching classes for a total of six hours;
- maintain and submit a portfolio of all course work including all written assignments and materials related to teaching practice.

### 3. Mode of Assessment

The assessment will be continuous and integrated.

*Continuous* here means that:

- assessment takes place throughout each course.

*Integrated* here means that:

- assessment components contribute to the overall grade;

### 4. The Two Components of Assessment

Component One:

#### **Planning and teaching**

Candidates are required to practice teach for a total of six observed and assessed hours, working with adult learners at a minimum of two levels in classes of the required size. By the end of the course they should have demonstrated successful achievement of the teaching practice assessment criteria.

Component Two

#### **Classroom-related written assignments**

This component consists of four written assignments. Each is between 750 to 1,000 words and should not exceed 3,000 words. They are internally assessed and externally moderated. The assignments focus on the following:

Adult learners and learning contexts

An aspect of the language system of English

An aspect of language skills

Reflection on classroom teaching and the identification of action points

## ASSESSMENT OF TEACHING PRACTICE

The overall scope and assessment criteria for teaching practice are described below. Please note that in order to show how the assessment criteria are linked to the syllabus, each criterion is introduced by a number that refers to a corresponding unit of the syllabus.

### PLANNING AND PRACTICING TEACHER

By the end of the six hours' assessed teaching practice, successful candidates at pass level should show convincingly and consistently that they can:

- prepare and plan for the effective teaching of adult ESOL learners by:
  - 4a identifying and stating appropriate aims/outcomes for individual lessons
  - 4b ordering activities so that they achieve lesson aims/outcomes
  - 4c selecting, adapting or designing materials, activities, resources and technical aids appropriate for the lesson
  - 4d presenting the materials for classroom use with a professional appearance, and with regard to copyright requirements
  - 4e describing the procedure of the lesson in sufficient detail
  - 4f including interaction patterns appropriate for the materials and activities used in the lesson
  - 4g ensuring balance, variety and a communicative focus in materials, tasks and activities
  - 4h allocating appropriate timing for different stages in the lessons
  - 4i analysing language with attention to form, meaning and phonology and using correct terminology
  - 4j anticipating potential difficulties with language, materials and learners
  - 4k suggesting solutions to anticipated problems
  - 4l using terminology that relates to language skills and sub-skills correctly
  - 4m working constructively with colleagues in the planning of teaching practice sessions
  - 4n reflecting on and evaluating their plans in light of the learning process and suggesting improvements for future plans.
- demonstrate professional competence as teachers by:
  - 1a teaching a class with an awareness of the needs and interests of the learner group
  - 1b teaching a class with an awareness of learning styles and cultural factors that may affect learning
  - 1c acknowledging, when necessary, learners' backgrounds and previous learning experiences
  - 1d establishing good rapport with learners and ensuring they are fully involved in learning activities
  - 2a adjusting their own use of language in the classroom according to the learner group and the context
  - 2b identifying errors and sensitively correcting learners' oral and written language
  - 2c providing clear contexts and a communicative focus for language
  - 2d providing accurate and appropriate models of oral and written language in the classroom
  - 2e focusing on language items in the classroom by clarifying relevant aspects of meaning and form (including phonology) for learners to an appropriate degree of depth
  - 2f showing awareness of differences in register
  - 2g providing appropriate practice of language items
  - 3a helping learners to understand reading and listening texts
  - 3b helping learners to develop oral fluency
  - 3c helping learners to develop writing skills
  - 5a arranging the physical features of the classroom appropriately for teaching and learning, bearing in mind safety regulations of the institution
  - 5b setting up whole class and/or group or individual activities appropriate to the lesson type
  - 5c selecting appropriate teaching techniques in relation to the content of the lesson
  - 5d managing the learning process in such a way that lesson aims are achieved
  - 5e making use of materials, resources and technical aids in such a way that they enhance learning
  - 5f using appropriate means to make instructions for tasks and activities clear to learners
  - 5g using a range of questions effectively for the purpose of elicitation and checking of understanding

- 5h providing learners with appropriate feedback on tasks and activities
- 5i maintaining an appropriate learning pace in relation to materials, tasks and activities
- 5j monitoring learners appropriately in relation to the task or activity
- 5k beginning and finishing lessons on time and, if necessary, making any relevant regulations pertaining to the teaching institution clear to learners
- 5l maintaining accurate and up-to-date records in their portfolio
- 5m noting their own teaching strengths and weaknesses in different teaching situations in light of feedback from learners, teachers and teacher educators
- 5n participating in and responding to feedback.

## COMPONENT TWO: CLASSROOM RELATED WRITTEN ASSIGNMENTS

Centres are responsible for designing four written assignments which relate directly to the course program.

The scope and assessment criteria for each written assignment are described below and on page 23 of the syllabus. Each assignment should be between 750 and 1,000 words.

A variety of formats may be used but two of the assignments must be written in academic prose. Assignments may consist of a series of tasks. It is also possible for centres to conflate two assignments into one longer assignment with two discrete parts; in this case, the assignment is still assessed as two separate pieces of work and each section of the assignment must be graded separately.

### ASSIGNMENT 2.1 FOCUS ON THE LEARNER (Length 750 – 1,000 Words)

The design of the assignment to include:

- investigation of the learning context and assessment of learner needs with reference to a specific learner or group of learners
- identification of sources for language development and, where appropriate, personal support
- suggestions for specific language/skill focused activities and an explanation/rationale for the use of these activities with the specific learners outlined

Candidates can demonstrate their learning by:

- a. showing awareness of how a learner's/learners' background(s), previous learning experience and learning style(s) affect learning
- b. identifying the learner's/learners' language/skills needs
- c. correctly using terminology relating to the description of language systems and language skills
- d. selecting appropriate material and/or resources to aid the learner's/learners' language development
- e. providing a rationale for using specific activities with a learner/learners
- f. finding, selecting and referencing information from one or more sources using written language that is clear, accurate and appropriate to the task

### **ASSIGNMENT 2.2 LANGUAGE RELATED TASKS (Length 750–1,000 words)**

The design of the assignment to include:

- identification of significant features of the form, phonology, meaning and use of language items/areas and the use of relevant information from reference materials

Candidates can demonstrate their learning by:

- a. analysing language correctly for teaching purposes
- b. correctly using terminology relating to form, meaning and phonology when analyzing language
- c. accessing reference materials and referencing information they have learned about language to an appropriate source
- d. using written language that is clear, accurate and appropriate to the task

### **ASSIGNMENT 2.3 LANGUAGE SKILLS RELATED TASKS (Length 750–1,000 Words)**

The design of the assignment to include:

- evidence of the candidate's background reading in the topic area
- identification of the receptive language skills and/or sub-skills that could be practised and developed using course book material or authentic text
- identification of productive language skills that could be practised and developed in relation to that text
- task design in relation to the text with brief rationale

Candidates can demonstrate their learning by:

- a. correctly using terminology that relates to language skills and sub-skills
- b. relating task design to language skills development
- c. finding, selecting and referencing information from one or more sources using written language that is clear, accurate and appropriate to the task

### **ASSIGNMENT 2.4 LESSONS FROM THE CLASSROOM (Length 750–1,000 words)**

The design of the assignment to include:

- candidates' identification of their own teaching strengths and development needs
- reflections on their own teaching
- reflections on the implications for their own teaching from the observations of experienced ELT professionals and colleagues on the course

Candidates can demonstrate their learning by:

- a. noting their own teaching strengths and weaknesses in different situations in light of feedback from learners, teachers and teacher educators
- b. identifying which ELT areas of knowledge and skills they need further development in
- c. describing in a specific way how they might develop their ELT knowledge and skills beyond the course using written language that is clear, accurate and app

## **COURSE CONTENT – SYLLABUS OVERVIEW**

(from 'syllabus and assessment guidelines.' University of Cambridge ESOL examinations. Second edition 2004)

For the full syllabus and assessment handbook view: [www.cambridgeESOL.org/teaching/celta.htm](http://www.cambridgeESOL.org/teaching/celta.htm)

### **UNIT 1 – LEARNERS AND TEACHERS AND THE TEACHING AND LEARNING CONTEXT**

- 1.1 Cultural, linguistic and educational backgrounds
- 1.2 Motivations for learning English as an adult
- 1.3 Learning and teaching styles
- 1.4 Context for learning and teaching English
- 1.5 Varieties of English
- 1.6 Multilingualism and the role of first languages

### **UNIT 2 – LANGUAGE AND ANALYSIS AND AWARENESS**

- 2.1 Basic concepts and terminology used in ELT for describing form and meaning in language and language use
- 2.2 Grammar – Grammatical frameworks: rules and conventions relating to words, sentences, paragraphs and texts
- 2.3 Lexis: What it means to “know” a word; semantic relationships between words
- 2.4 Phonology: The formation and description of English phonemes; features of connected speech
- 2.5 The practical significance of similarities and differences between languages
- 2.6 Reference materials for language awareness
- 2.7 Key strategies and approaches for developing learners’ language knowledge

### **UNIT 3 - LANGUAGE SKILLS: READING, LISTENING, SPEAKING AND WRITING**

#### **3.1 Reading**

- 3.1.1 Basic concepts and terminology used for describing reading skills
- 3.2.2 Purposes of reading
- 3.2.3 Decoding meaning
- 3.2.4 Potential barriers to reading

#### **3.2 Listening**

- 3.2.1 Basic concepts and terminology used for describing listening skills
- 3.2.2 Purposes for listening texts
- 3.2.3 Features of listening texts
- 3.2.4 Potential barriers to listening

#### **3.3 Speaking**

- 3.3.1 Basic concepts and terminology used for describing speaking skills
- 3.3.2 Features of spoken English
- 3.3.3 Language functions
- 3.3.4 Paralinguistic features

3.3.5 Phonemic systems

### **3.4 Writing**

3.4.1 Basic concepts and terminology used for describing writing skills

3.4.2 Sub-skills and features of written texts

3.4.3 Stages of teaching writing

3.4.4 Beginner literacy

3.4.5 English spelling and punctuation

### **3.5 Key strategies and approaches for developing learners' receptive and productive skills**

## **UNIT 4 – PLANNING AND RESOURCES FOR DIFFERENT TEACHING CONTEXTS**

4.1 Principles of planning for effective teaching of adult learners of English

4.2 Lesson planning for the effective teaching of adult learners of English

4.3 Evaluation of lesson planning

4.4 The selection, adaptation and evaluation of materials and resources in planning (including computer and other technology based resources)

4.5 Knowledge of commercially produced resources and non-published materials and classroom resources for teaching English to adults

## **UNIT 5 - DEVELOPING TEACHING SKILLS AND PROFESSIONALISM**

5.1 The effective organisation of the classroom

5.2 Classroom presence and control

5.3 Teacher and learner language

5.4 The use of teaching materials and resources

5.5 Practical skills for teaching at a range of levels

5.6 The monitoring and evaluation of adult learners

5.7 Evaluation of the teaching/learning process

5.8 Professional development: responsibilities

5.9 Professional development: support systems

## COURSE INFORMATION

### Hours

- 120 minimum on course contact plus 100 hours minimum per course for home study over 4 weeks.

### Participants

- Usually 12 trainee teachers and 2 tutors

### A typical day

9.00 – 11.00	Methodology
Break	
11.30 – 12.30	Language Analysis
Lunch	
1.30 – 3.00	Feedback & Lesson Preparation
Break	
3.30 – 5.30	Practice Teaching (learn from non-English speaking backgrounds at two levels)

### Teaching Practice (TP)

- 2 groups of 6 trainees, A & B 2 groups of students, Pre-Intermediate & Upper Intermediate. Group A teaches Pre-Intermediate for 2 weeks, Group B teaches Upper Intermediate for 2 weeks. Then, A, B

### Lesson Length

- Varies, Starting at 20-25 minutes and building up to a one hour lesson towards end of course.

### Teaching Practice (TP) Tutor Support

- TP Guidelines are given, (based on popular course books) as well as Tutor support. The course encourages and supports increasing trainee-autonomy.

### Feedback

- Given verbally and in writing from tutor and verbally from colleagues.

### Teaching Practice Students

- A variety of nationalities, 10-18 per class, from local migrant communities, back-packers and ELT students.

### Lesson Plans

- Required for lessons from Wednesday, Week 1 onwards. Constitute a large part of your homework. Plenty of guidance given re format and content. Expected to be detailed, especially end of Week 3 and Week 4. A minimum of 80 hours should be allocated for home study over and above the 120 course contact hours.

### Assignments

- A variety of practical & reflective tasks given in report and worksheet form. 3,000 words in total.

### Self-Evaluation

- Written by the trainees after every teaching session and kept as a development “tool” and used as the basis for assignments and feedback.

### Assessments

- 4 Grades possible: Pass A / Pass B / Pass / Fail. Continuous and integrated assessment based on candidate’s professional awareness, teaching practice & written assignments.

**Tutorial Support**

- Tutors are available daily for individual consultations and there are three formal progress reports.

**Observations**

- Of colleagues during TP and of experienced teachers x six hours. (3 usually, 2 hours per week)

**Resources/Books**

- Available on loan. Trainees requested to buy 2 key reference texts. One Methodology. One Grammar

**Certificate**

- From UCLES – Cambridge ESOL (University of Cambridge) for successful candidates.

**Assessor**

- An outside assessor moderates each course. Ensures international standard of course & grades maintained.

**Acceptance Procedure**

- Application & Task → Interview → Acceptance → 1<sup>st</sup> Deposit → Pre-course Task → Balance of fees → Start

**PAYMENT**

Payment can be made via cash (in person), cheque (mailed or in person), direct deposit or credit card (credit charges may apply).

**Bank Transfer/Direct Debit**

**South Australian College of English**  
Westpac Bank, King William Street, Adelaide, South Australia,  
Australia  
BSB:035000 Account Number: 868934

**Whitsundays College of English**  
Westpac Bank, Shop 24C, Whitsunday Shop Village, Cannonvale,  
Queensland, Australia  
BSB: 034 665 Account Number 135191

**Bank Draft/Cheque**

Payable to the College of your choice (Swift Code – WPACAU2S)

**Credit Card/EFTPOS/CASH**

Payments can be made in person to the college of your choice (addresses on the front of the application form) or via credit card. Credit card payments attract a surcharge.