

CAMBRIDGE ESOL – CELTA

CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

The Cambridge CELTA course is being offered online throughout 2026 with the South Australian College of English. Below you will find the 2026 course dates for online CELTA, including the application closing dates. Page | 1

CAMBRIDGE ONLINE CELTA 2026 DATES & FEES				
~ PLEASE RETAIN THIS PAGE FOR YOUR INFORMATION ~				
	START	END	DURATION	APPLICATION CLOSING DATE
FULL-TIME	29/06/2026	24/07/2026	4 weeks	29/05/2026
PART-TIME	09/02/2026	17/04/2026	10 weeks	09/01/2026
	20/04/2026	26/06/2026	10 weeks	20/03/2026
	27/07/2026	02/10/2026	10 weeks	26/06/2026
	05/10/2026	11/12/2026	10 weeks	04/09/2026

COURSE COSTS	
Online CELTA Course Fee (incl. \$200 Assessment Fee)	\$3,700.00
Grammar Refresher Course – Part-time (On Request) (<i>minimum 6 students required</i>)	\$450.00

EARLY BIRD DISCOUNT
\$200 Assessment Fee Waived – Application must be submitted by the application closing date.



CONDITIONS OF ENROLMENT

PLEASE KEEP A COPY OF THIS PAGE FOR YOUR INFORMATION

1. A non-refundable deposit of \$200 is payable prior to the interview stage of the application process. If a place on the course is offered at the conclusion of the interview, the \$200 deposit will be subtracted from the overall course fee/s due.
2. The remaining balance of course fees must be paid 4 weeks prior to the scheduled course commencement date. Failure to do so may result in the candidate's place being offered to another applicant. Once paid, course fees are non-refundable non-transferable.
3. Candidates who withdraw from the course due to sudden illness or unforeseen personal problems may be given the opportunity to re-enrol in a later course, provided there is a vacancy.
4. Course deferral is only permitted if SACE is notified in writing, 30 days prior to the course commencement date. A course can only be deferred once. Course deferrals may incur an administration fee.
5. The College reserves the right to amend course fees at any time and to cancel any course where candidate numbers are insufficient. In the event of a course cancellation, all fees paid will be refunded, excluding non-refundable deposit of \$200.
6. 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. It is understood that many education institutions require an undergraduate degree or equivalent plus CELTA to secure work.
7. All candidates must fill in an application form, complete a task and have an interview to be accepted on a course.
8. After acceptance candidates must complete a pre-course learning task before course commencement.
9. It is the policy of SACE and UCLES to ensure equal opportunity for all applicants.
10. Final grades are decided by the tutors and validated by the Course Assessor. Results are final.
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.)
16. If participating in an online CELTA course, candidates must sign the *Technology Specifications and Online Course Requirements* document.



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APPLICATION FORM

Please complete the application form and return it to SACE (registrar@sacecoll.sa.edu.au) with your supporting documents.

APPLICANT INFORMATION			
Title	Given Name/s	Surname	
Full Address			Country
Phone		Email	
Date of Birth		Nationality	
If English is not your native language, do you have a recent English Test Score? <i>Please provide a copy</i>			
<input type="checkbox"/> IELTS <input type="checkbox"/> CPE <input type="checkbox"/> TOEFL			
*Please provide a copy of your current passport			

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

PREVIOUS EDUCATION
Qualifications (<i>Please provide copies of certificates</i>)
TEFOL/TESOL Teaching Experience
Other Teaching Experience
Present Occupation & Past Experience (<i>Please provide a copy of Resume/CV</i>)
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 & SIGNATURE	
I wish to apply for the SACE Cambridge ESOL Teacher Training course and agree to comply with the Conditions of Enrolment, payment and cancellation terms.	
Signature	Date

1. In 2026 the course fee is \$3,700.00 (including assessment fee).
2. The assessment fee of \$200.00 is non-refundable.
3. A non-refundable deposit of \$200.00 is payable prior to the interview stage of the application process. An invoice will be sent to you and when an offer of a place is made, this deposit will be deducted from the total course amount due.
4. 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.



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 assess your existing knowledge.

A. Language Awareness

1. In the following paragraph, name the parts of the 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 forewings, (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, by either highlighting or underlining: Family / 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.



<p>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.</p>
<p>EXAMPLE: I EATEN PIZZA LAST NIGHT! I ate pizza last night. Simple past of the irregular verb <u>to eat</u> should be <u>ate</u>.</p>
<p style="text-align: center;"><u>A and B are discussing A's finances.</u></p>
<p>A. I spent too much money last year. Now I have in debt.</p>
<p>B. It's important to don't worry. I'm sure everything would be fine.</p>
<p>A. Perhaps I can lend some money from my sister. She saves a lot since last year.</p>
<p>B. Why doesn't you ask your bank manager first? She was always being helpful to you.</p>
<p>A. Yes, you always has good ideas. It's a pity I haven't got some money put aside.</p>
<p>B. Methodology</p>
<p>1. Circle the words below that you would teach to a beginner learner. Give the reasons for your selection.</p>
<p>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</p>
<p> </p>

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 ASSESSMENT

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:

- analysing language correctly for teaching purposes
- correctly using terminology relating to form, meaning and phonology when analyzing language
- accessing reference materials and referencing information they have learned about language to an appropriate source
- 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: cambridgeESOL.org/teaching/celta

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, adaption 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

PAYMENT

Payment can be made via cash or debit/credit card (in-person), direct deposit/bank transfer.

Bank Transfer/Direct Deposit

South Australian College of English Pty Ltd
 Commonwealth Bank of Australia, 96 King William Street, Adelaide, South Australia 5000,
 Australia
 BSB: 065000
 Account Number: 12945782
 Swift Code – CTBAAU2S

Credit Card / EFTPOST / Cash

Payments can be made in-person at SACE from 8:30am – 5pm, Mon - Fri.
 Credit card payments attract a surcharge.

