



# **Cambridge Assessment Certificate in English Language Teaching to Adults (CELTA) Course**

**[www.ihgalway.ie](http://www.ihgalway.ie)**

*A member of International House World Organisation*

## **Introduction**

The Cambridge Assessment Certificate in English Language Teaching to Adults (CELTA), is the most recognised initial English Language Teaching qualification in the world. This course, which was originally designed by the founder of International House, John Haycraft, in 1962, has been constantly revised through the years as new methodologies and approaches have become popular, making the CELTA course the most innovative initial teacher training course. The CELTA course is on the UK National Qualifications Framework at Level 5. Cambridge English Language Assessment is part of the University of Cambridge.

The CELTA preparation course is intended for a range of candidates, including primarily:

- candidates who are entirely new to teaching
- candidates who have taught English or other languages but with little or no previous training
- candidates who have taught other subjects and wish to take up language teaching

The CELTA course may also be suitable for candidates who have received previous training in language teaching but feel the need for an up-dated or more practical course, or for a more internationally recognised qualification.

Successful candidates will be able to avail of International House World Organisation Recruitment Services, which interviews and places teachers in over 150 International House language centres worldwide.

### **Selection of candidates:**

- Candidates must be at least 18 years old - it is generally recommended that candidates should be aged 20 or over, but those aged between 18 and 20 may be accepted at our discretion.
- Candidates must demonstrate that they have an appropriate level of education, experience and abilities that will enable them to take the course and subsequently take up language teaching. They should have, as a minimum entry requirement, a standard of education equivalent to that required for entry into higher education.
- Only candidates who have a realistic chance of being successful on the course will be considered, although candidates must understand that acceptance onto a CELTA course is not a guarantee of successful completion of the course.
- Candidates for whom English is not their first language must have a level of English equivalent to the Council of Europe Framework of Reference

(CEFR) level high C1 or C2. These candidates will be required to show documentary proof of their level, such as the Cambridge Certificate of Proficiency in English (CPE). Non-native speakers of English may also be required to complete some English language tasks at their interview as well as some other language awareness tasks that all applicants complete at the interview.

### **Means of candidate selection**

The means by which we will ensure these selection criteria are fulfilled will include:

- application form with language awareness task
- interview, during which candidates respond to questions about language and teaching
- references (where appropriate)
- Original certificate demonstrating an English language level of CEFR C2 (in the case of non-native speakers of English)

### **Notification of acceptance/non-acceptance onto a CELTA course**

Applicants will either be notified in person at the end of their interview or by email, no later than five working days following their interview, about whether or not they have been accepted onto a CELTA course.

## **Course Details**

### **Core elements of the CELTA course**

The CELTA course at IH Galway is focused primarily around learning from the practical experience of preparing lessons and teaching them, followed by reflective consideration and evaluation that will inform future lessons. For this reason, the core element of the CELTA is Teaching Practice.

The other main elements are:

- seminar input, where you look at aspects of teaching, such as, for example, ways to introduce language, how to help students practise listening or reading or how to help students with pronunciation
- observation of experienced teachers and of peers
- four written assignments

### **Course content**

#### **Input sessions**

The input programme covers key areas from the CELTA syllabus, addressing a wide range of key methodological and language issues and building on and extending candidates' learning from their experience of teaching practice.

**Input areas include the following, for example:**

- Teaching the 4 skills: listening, reading, speaking and writing
- Language analysis: aspects of grammar, vocabulary and phonology
- Ways to introduce language
- Lesson planning
- Evaluation of teaching materials, published and authentic
- Supplementary materials
- Analysing and teaching vocabulary
- Conveying and checking meaning
- Authentic materials
- Testing and exams
- Classroom management
- Error correction

### **Teaching Practice with language students**

Course Participants (CPs) complete six hours of observed and assessed teaching and they may also have the opportunity to have some unassessed and unobserved teaching practice.

When not teaching, CPs observe their colleagues, making detailed notes on the lessons observed and completing specific observation tasks. For each observation, CPs complete a specific observation task. Peer observation of fellow CPs is also a key element of the course. Candidates on the CELTA course complete up to 30 hours of peer observation.

### **Assignments**

Candidates complete four assignments, which focus on the following:

- Language analysis
- Adult learners and learning contexts
- Language skills
- Reflection on classroom teaching

Assignments are internally assessed and externally moderated by a nominated Cambridge CELTA Assessor.

### **Observations of experienced teachers**

Apart from observation of their peers in TP, candidates also observe a total of six hours of lessons taught by experienced IH teachers. These lessons are a combination of live lessons at IH or DVD lessons given by IH London teachers and CELTA tutors. They will also have the opportunity to observe more lessons on DVD, should they wish to. These lessons allow CPs to see examples of real and effective classroom practice.

Other tasks (eg language tasks, lesson plans, seminar preparation tasks etc), are also set. These will primarily be for use in seminars or feedback discussions and will not be graded, but all set tasks must be completed by all CPs.

Once candidates enrol on a CELTA course, they are sent a pre-course task, which they must complete prior to starting a course. This takes about 20 hours to complete.

**Candidates should be aware that the CELTA is an initial professional qualification.** The syllabus focus, therefore, reflects a holistic end goal: that successful candidates should have a range of professional competencies necessary to enter successful employment as teachers with confidence and who can work independently, but who will need to continue to learn and develop further as working teachers following the CELTA course.

### **Teaching practice - how it works**

Candidates complete six hours of assessed TP. CPs are divided into TP groups of six. Each TP group teaches two (in some cases three) different levels. This is to allow CPs experience in teaching at different levels.

### **Supervised lesson planning and liaising with colleagues**

For each TP, CPs plan their lesson in conjunction with their tutor in Supervised Lesson Planning (SLP) and also with their colleagues. Candidates come to SLP, having looked at the materials they are going to use, with ideas about their lesson, and these ideas are discussed with their tutor.

In TP, CPs are observed by their colleagues, who complete observation tasks, and by their tutor, who completes a written feedback form during the lesson and notes the CP's strengths and areas for development.

Following TP, CPs complete a self-evaluation form and this is used as a springboard for discussion in the feedback session. CPs are encouraged to self-assess as much as possible, as this helps them to think about their teaching. Fellow CPs are also encouraged to participate, referring to their completed observation tasks. The tutor listens to the CPs' comments and then makes her own comments on the strengths and areas for development for the CP. CPs are then given a copy of the tutor's written feedback, and should look at the suggested areas to work on when preparing their next lesson.

Each lesson is graded according to a particular set of criteria, which are listed in a document called CELTA 5 which each CP receives and keeps in their portfolio. There is a shift in emphasis regarding criteria as the course progresses and candidates are required to demonstrate a wider range of planning and teaching skills. The criteria being highlighted in teaching practice feedback are those that are important at that particular stage of the course

The tutor awards the CP one of the following grades for TP:

- exceeds the standard required for this stage of the course

- meets the standard required for this stage of the course
- does not meet standard required for this stage of the course

### **Tutor changeover**

Trainees are observed teaching both levels by each tutor so that assessment is standardised.

### **First TP**

CPs observe their tutor give a one-hour lesson to the students they will teach following this lesson. This helps them to see teaching techniques in action with English language learners and it also gives an idea of how they will need to speak in order to be understood by their students. Following this lesson, CPs teach the students for one hour. This lesson is not observed or assessed - it is an opportunity for CPs to get to know the students.

### **Tutorials and Progress Reports**

Each candidate attends at least two tutorials during the course. During the tutorials, the CP is given a clear indication of their progress on the course at that stage. Areas for development and further progress are identified and goals agreed.

### **Portfolios**

Candidates keep portfolios of their work during the course. Portfolios include the following:

- The completed Cambridge **CELTA 5** booklet, which contains all records of attendance, teaching practice with the tutor's summary feedback, observations, assignments with the tutor's feedback and mark awarded and tutorials with the CP's strengths and areas for development
- lesson plans, with copies or records of materials, including all written feedback from the tutor and self-evaluation forms
- four completed written assignments which have been marked and assessed by the course tutors
- In the case of candidates who are at risk of not passing the course, a letter from IH Galway warning the candidate of the possibility of failure is stored in the candidate's portfolio

### **Assignments**

CPs complete four assignments: each one should be of between 750-1,000 words. These assignments are assessed by both tutors to ensure standardisation and are externally moderated by the CELTA Assessor. If candidate fail more than one assignment, they will not pass the course.

### **Observation**

CPs complete six hours' observation of IH teachers/CELTA tutors/DVDs of IH London teachers, plus approximately 30 hours' observation of peers.

The CELTA is a 130-hour course. However, there is more participation involved than the timetabled hours of seminars and teaching practice. Lesson plans, which need to be prepared every time a candidate teaches (every second day on the full-time course, every week on the part-time course and in blocks for the CELTA Online course), can take a number of hours to prepare. There are also four assignments to write. Candidates on full-time courses will not have any time to undertake employment during the course, even at the weekend. Candidates on the part-time and Online course will also find that they have quite a lot of work to do outside the timetabled course hours.

## **Assessment and Grading**

In order to meet the course requirements and obtain a CELTA Certificate, candidates must:

- attend a full course
- teach groups of adult learners for a total of six hours – candidates will teach two different levels of learners during the course
- observe experienced teachers teaching groups of adult learners for a total of six hours
- submit four assignments
- maintain and submit a portfolio containing all written assignments and materials related to teaching practice

Assessment is continuous and integrated – there is no examination. Assessment takes place throughout the course and both assessed components (TP and assignments) contribute to the overall final grade.

## **CELTA External Assessor**

Towards the end of the course, a nominated Cambridge Assessor comes to moderate our (IH Galway's) administration and assessment of the current CELTA course. For both CPs and future employers, this moderation ensures that each CELTA course at IH Galway and in CELTA centres around the world is assessed and moderated equally and that there is consistency and transparency in this assessment.

## **Final results**

Once the CELTA Assessor submits both their report and their written endorsement of the Main Course Tutor's final recommended results, the Award Committee at Cambridge meets to agree on results.

Certificates for pass candidates and results letters for fail candidates will be sent to IH Galway within about eight weeks of receipt of the Main Course Tutor and the assessor's recommended results.

Awarding of the CELTA to a candidate at Pass grade or above asserts that the candidate has undertaken the required course work and that the course assessors consider him or her to have an initial professional foundation with ap-

appropriate knowledge and abilities to be able to start working in a language teaching environment and to learn more about teaching while working.

## **Results**

The following performance descriptors are to be interpreted in the CELTA context, bearing in mind that candidates are pre-service and undertaking initial teacher training, including six hours of teaching practice. The performance descriptors are for use at the end of the course to determine final recommended grades. By the end of the course, candidates' performance must match all of the descriptors at a particular passing grade in order to achieve that grade.

## **CELTA Online**

In a unique collaboration with Cambridge Assessment and IH London, IH Galway is offering the Cambridge CELTA Online Course as a blended teacher training course that combines distance CELTA training with face-to-face components. Teaching Practice (TP) is an extremely important part of any teacher training course and the face-to-face teaching practice element of the Cambridge CELTA Course Online ensures CPs gain this valuable experience. Teaching Practice is conducted in groups, with each candidate teaching for a total of six hours, with peers observing, as on the face to face CELTA course. An experienced IH teacher trainer will give you feedback on each of your teaching practice sessions. Training in the online part of the course includes self-study units, interactive tasks, assignments, guided video observations, forum discussion and live sessions. The aim is to develop effective, principled teaching methodologies. An advantage of the online component is the increased amount of time and support for you to reflect on and develop what you have learnt.

## **CELTA Online course structure at IH Galway**

The Online Cambridge CELTA Course is a 15-week blended online & face to face course. Face-to-face Teaching Practice blocks IH Galway consist of 2 10-day blocks. Teaching practice will take place in the afternoons and candidates can use the mornings to prepare their lessons, observe teachers and meet with tutors for Supervised Lesson Planning.

## **Course timetables**

### **Full-time course**

Input: Monday-Friday 09:00-10:30; 10:45-12:15

Supervised lesson planning (SLP): 12.15-13.00

TP and feedback: 14.00-17.00

### **Part time course**

Input: seven Saturdays 10.00-17.00

SLP: Monday and Wednesday 17.00-17.45

TP and feedback: Monday and Wednesday 18.00-21.00

### **CELTA Online**

Input is completed during the stipulated week. Live-room sessions are also included in some weeks and these are arranged with the tutors during the course.

SLP: in live rooms and during teaching blocks from 13.00-13.45

TP and feedback: during the TP blocks 14.00-17.00

The following is taken from the CELTA Administration Handbook:

*A **Pass** is awarded to candidates whose performance overall in the teaching practice and in the written assignments meets the specified criteria.*

*They will continue to need guidance to help them to develop and broaden their range of skills as teachers in post.*

*A **Pass (Grade B)** is awarded to candidates whose performance in the written assignments meets the specified criteria and who have demonstrate in their teaching practice a level of achievement significantly higher than that required to meet pass-level criteria in relation to:*

- *demonstration of the criteria for teaching and professionalism (criteria 1a-3c and 5a-5n)*

*They will continue to need some guidance to help them develop and broaden their range of skills as teachers in post.*

*A **Pass (Grade A)** is awarded to candidates whose performance in the written assignments meets the specified criteria and who have demonstrated in their teaching practice a level of ability and achievement and a level of awareness significantly higher than that required to meet pass-level criteria in relation to:*

- *planning for effective teaching*
- *demonstration of the criteria for teaching and professionalism (criteria 1a-3c an 5a-5n)*

*In the case of a candidate who fails a single written assignment, the centre may recommend a final pass grade. There must, however, be sufficient evidence of the candidates' ability to meet the assessment criteria for the assignment in:*

- *the candidate's record of teaching practice*
- *and/or in the candidate's written work as a whole.*

*Where a Pass is recommended on this basis, the details should be documented by the assessor in the course report. Candidates in this category are not eligible for the awarded of Pass A. Candidates who fail more than one assignment are*

not eligible for a Pass. Candidates who fail to meet criteria in either of the assessed components will receive a Fail.

### **Final Reports and Certificates**

Candidates are given a final report at the end of the course, with detailed assessment of teaching skills, language awareness and professionalism, along with a comment by the tutor. Successful candidates receive their CELTA Certificate no later than eight weeks following the end of the course.

### **Pre-course preparation**

Candidates should buy the following books before they start the course. These books can be used to complete the pre-course task:

**Grammar** (candidates should **refer to** these books when completing the pre-course tasks and preparing grammar lessons)

- Hughes, J and Jones, C 2011, *Practical Grammar, Level 3*, Heinle Cengage
- Scrivener, Jim 2010, *Teaching English Grammar*, Macmillan

**Teaching English** - candidates should **buy** one of the following and should read the book before beginning the CELTA course:

- Harmer, Jeremy 2001 (3<sup>rd</sup> Edition), *The Practice of English Language Teaching*, Longman
- Scrivener, Jim, 2005, *Learning Teaching*, Macmillan

**Punctuation** (candidates should read this before beginning the CELTA course)

Truss, Lynne 2004, *Eats, Shoots and Leaves*, Picador

# Candidate Service Level Agreement

Candidates who are successful in their application are asked when they enrol on a CELTA course to read the following and sign at the bottom to indicate that they agree with the terms and conditions:

## **Refunds**

There is no refund of deposits or full course fees.

## **Transfers**

Should candidates find themselves unable to continue the course, they may transfer to a future course, but this is always at the discretion of IH Galway and depending on available places, and this must be within six months following the end of the original course.

## **Complaints and appeals**

Should a candidate wish to make a complaint or appeal their result, they may follow the following procedure taken from the IH Galway Complaints Procedure:

### **Step 1 (Informal complaint)**

Please arrange to meet the Director, who will respond to you within 1 working day.

### **Step 2 (Formal complaint)**

If you are not happy with the response in Step 1, you can put your complaint in writing to the Director. We will respond within 2 working days.

Please note that formal complaints need to be made within 4 weeks of any event and within 2 weeks following completion of a course. Complaints made outside this period will not be considered.

### **Step 3 (Complaint to External Oversight Organisation)**

If you are not happy with the response from the Director, you can write to International House World Organisation:

*IHWO Administrative Coordinator  
Unity Wharf  
13 Mill St  
London SE1 2BH  
info@ihworld.com*

### **Cambridge Assessment**

If you have a complaint about teacher training that relates to CELTA or DELTA, please follow Steps 1 and 2 above. If you are not satisfied that issues have not been resolved through IH Galway's internal complaints procedure, please request the Cambridge English Teaching Qualifications complaint form from us. Complaints and appeals must be made to Cambridge within nine weeks of the issue of final results by Cambridge. Complaints received after this time will not be considered.

### **Attendance of 100% is expected on the CELTA**

As CELTA is a course-based award, absences may hinder a candidate's chances of successful fulfilment of the assessment criteria. The Main Course Tutor has discretion to accept serious reasons for unavoidable absence. Valid reasons for absence would include, for example, illness, bereavement or job interview, and must be supported by some documentation, for example, a letter from a prospective employer. Should CPs have a valid

reason for missing a Teaching Practice or lesson observation (supported by documentation), the Main Course Tutor will, at their discretion, facilitate rescheduling a TP or observation.

### **Punctuality**

CPs must be in class ready to start input at the designated time. For TP, CPs who are teaching must be in class ready to start on time with all materials and plans prepared.

### **Plagiarism**

In terms of the CELTA course, this would be

- Copying someone else's assignment (in whole or in part).
- Getting another person to write an assignment for you.
- Lifting ideas from published source without referencing it. This is especially important in the Language Skills Related Task Assignment (Assignment 3)
- Copying parts of published material without adequately referencing the source.

Candidates may quote or paraphrase from ELT sources but they cannot copy directly from a book. All writing must be the participant's own work and each time they submit an assignment, they will sign a declaration to that effect.

Please also refer to the IH Galway Plagiarism Policy which is in each candidate's portfolio.

### **Meeting assignment deadlines**

All assignments must be handed in on time. Late assignments will only be allowed at the discretion of the Main Course Tutor.

### **Progress**

CPs have a minimum of two tutorials with their tutors, and possibly a third one if their progress is not reaching the expected level. However, CPs are encouraged to speak to their tutors about any concerns they may have at any time.

### **Classrooms**

All rooms used must be kept tidy. CPs may take water into class but no other drinks are permitted. Food is not permitted either.

### **Evacuation**

CPs should become aware of the emergency exit routes and read the information about what to do in case of fire. This information is in each classroom.

### **IH Client Charter**

This is on display in each classroom. Please read this to become aware of what you should expect from IH Galway.

International House's aim is to create an environment where all staff and students are treated with respect and are not subjected to unfair discrimination. International House believes that the pursuit of equality of opportunity is fundamental to the achievement of our Mission Statement.

Pursuit of equality of opportunity means that all forms of unfair discrimination will be challenged in whatever way they arise. Equality of opportunity can be threatened by the use of language, gesture and other forms of symbolic behaviour. International House does not tolerate discrimination on the grounds of gender, race, colour, age, disability, ethnic or

socio-economic background, family circumstances, religion, political persuasion, sexual orientation and is committed to work with diversity in a wholly positive way.

International House wishes to ensure that an environment free from harassment and unfair discrimination is created, in which individual potential can be fostered and encouraged, so that staff and students can act with confidence.

Staff and all those working for or on behalf of International House, have a responsibility to ensure the effective implementation of the policy. Managers will be accountable for ensuring the implementation of this policy in their areas of responsibility.

(Please also refer to the IH Galway Equal Opportunities Policy document.)

### **Special Considerations**

Please let us know if you need any specific special consideration, such as a medical condition, for example, on the CELTA course.

## **Course dates and fees 2015**

### **Full-time course**

Timetable: Monday-Friday 09.00-17.00

Dates:

January 19-February 13

June 3- June 26\*

July 6-July 31

August 4-August 28\*

\*one day on the course will be a study day on Saturday, due to the Bank Holiday

### **Part-time course**

Timetable: Tuesday and Thursday 18.00-21.00 and 7 Saturdays 10.00-17.00

Dates:

January 20-April 9

### **Course fees (full and part-time courses):**

Course fee: €1,450

Registration fee: €50

Cambridge External Assessment fee: €150

**Total fees: €1,650**

