



International House Dublin
A member of the International
House World Organisation

CELTA
Information for Applicants 2012

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CELTA

CELTA (Certificate in English Language Teaching to Adults), is a qualification administered by the University of Cambridge ESOL Examinations and is the most recognised initial English Language Teaching qualification in the world.*

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

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

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

CELTA may also be suitable for:

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

Selection of candidates: Entry to the course

- Candidates must be at least 18 years old - it is generally recommended that candidates should be aged 20 or over, but candidates aged between 18 and 20 can be accepted at the discretion of the Course Director.
- 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 work. They should have, as a minimum entry requirement, a standard of education equivalent to that required for entry into higher education. (However, in order to comply with the Irish Department of Education criteria for employment of English Language Teachers in the recognised sector in Ireland, candidates who wish to work in recognised language schools in Ireland following their CELTA course must hold a university degree or Level 7 award, as described by the National Qualifications Authority of Ireland).
- 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 no guarantee of successful completion of the course.

Applicants who are non-native speakers of English

Candidates for whom English is not their first language must have a level of English equivalent to the Council of Europe Framework level C2 (please **check this link for further information:** http://www.coe.int/T/DG4/Portfolio/?M=/main_pages/levels.html). These candidates will be required to show documentary proof of their level, such as the University of Cambridge ESOL CPE. If a non-native candidate is accepted onto the CELTA course and the course tutors decide during the course that the candidate does not, in fact, have the necessary level of English to qualify for a CELTA award, the candidate may be offered the option of transferring to the International House Certificate award. (Please ask about this at your interview). Non-native speakers of English will be required to complete some English language tasks at their interview (on top of the other CELTA language awareness tasks that all applicants complete at the interview)



*The IH Dublin CELTA course is also recognised by the Irish Department of Education - the only CELTA course which has such recognition. This means that successful candidates who hold a degree or HETAC Level 7 equivalent can also receive a National Qualifications Authority of Ireland/Advisory Council for English Language Schools (NQAI/ACELS) certificate. **Applicants who hold a degree or HETAC Level 7 award should bring a copy of this with them to the interview.**

Means of candidate selection

The means by which the Course Director 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)
- Copy of degree or Level 7 award (where appropriate)
- Copy of English qualification (where appropriate)

Notification of acceptance/non-acceptance onto a CELTA course

Candidates will either be notified in person at the end of their interview or by email, no later than five working days following their interview, regarding their acceptance onto a CELTA course.

COURSE DATES & FEES 2012
Full-time courses (4 weeks): Monday-Friday 0900-1730 9 JANUARY – 3 FEBRUARY 6 FEBRUARY – 2 MARCH 5 MARCH – 30 MARCH 2 APRIL – 27 APRIL 30 APRIL – 25 MAY 2 JULY – 27 JULY 7 AUGUST – 31 AUGUST 3 SEPTEMBER – 28 SEPTEMBER 1 OCTOBER – 26 OCTOBER 5 NOVEMBER – 30 NOVEMBER Full-time course fee: €1,450 (plus Cambridge assessment fee of €150, registration fee of €50 and materials fee of €50) Part-time course (12 weeks): Monday, Tuesday & Thursday 1800-2115 5 MARCH – 24 MAY 2012 Part-time course fee: €1,535 (plus Cambridge assessment fee of €150, registration fee of €50 and materials fee of €50)



Course Details

Timetable

Attendance on the course follows the dates and times above. However, there is more participation involved than simply attending. Lesson plans, which need to be prepared every time a candidate teaches (every second day on the full-time course and every week on the part-time course), can take six hours+ to prepare. There are also four assignments to write in the evenings and at the weekend. Candidates on full-time courses will not have any time to undertake employment during the course, even at the weekend.

Core elements of the CELTA course

The CELTA course at IH Dublin 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
- observation of experienced teachers and of peers
- assessed assignments

Teaching Practice with language students

Candidates complete six hours of assessed teaching. Depending on course participant numbers, candidates may also have the opportunity to do some unassessed teaching practice.

Lesson observation

Trainees observe a total of six hours of lessons taught by experienced IH teachers. One of these lessons is on DVD and the others are live lessons. They will also have the opportunity to observe more lessons on DVD, should they wish to. These lessons will allow trainees to see examples of real classroom practice. For each observation, trainees will complete a specific observation task. Peer observation of fellow trainees is also a key element of the course. When not teaching, trainees observe their colleagues, making detailed notes on the lessons observed and completing specific observation tasks. Candidates on the CELTA course complete up to 30 hours of peer observation.

Assignments

Participants will complete four assignments, which focus on the following:

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

Assignments are internally assessed and externally moderated.

Other tasks (eg language tasks, lesson plans, seminar preparation tasks etc) will also be 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 participants.



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, illness of a close family member, bereavement or job interview, and must be supported by some documentation, for example, a letter from a prospective employer. Should trainees 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.

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.

Course content

Input sessions

Full-time course: Monday-Friday 09:00-10:30; 10:45-12:15

Part-time course: Monday 18:00-19:30; 19:45--21:15 (note: this is moved to Wednesdays when there is a Bank Holiday)

(Homework tasks may be set following these 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.

Areas include:

- Teaching the 4 skills: listening, reading, speaking and writing
- Language analysis: aspects of grammar, lexis and phonology
- Presentation and practice of language at a range of levels
- Language presentation types
- Lesson planning
- Evaluation of teaching materials, published and authentic
- Supplementary materials
- Analysing and teaching vocabulary
- Checking meaning
- Teaching functional English
- Learner styles
- Visual aids and board work
- Error correction
- Assessment
- Teacher talk
- Teaching exam classes
- Classroom management skills
- Task-Based Learning
- Using the video/DVD in the classroom
- Learner training
- Adult Literacy



- Songs and games in the classroom
- Teaching younger learners
- Teaching Business English

Teaching Practice (TP)

Candidates complete six hours' assessed TP

Timetable:

Full-time course: Monday to Friday 14:00-16:00

Part-time course: Tuesday and Thursday 18:00-20:00

Assisted Lesson Planning (ALP): this takes place on the full-time course on Monday to Friday from 12:15-13:00 and at a pre-arranged time on the part-time course (normally from 17:00-17:45). Candidates come to ALP, having looked at the material they are going to use, with ideas about their lesson, and these ideas are discussed with their tutor for 15 minutes each.

Teaching Practice Feedback

Full-time course: Monday to Friday 16:15-17:15

Part-time course: Tuesday and Thursday 20:15-21:15

Candidates discuss their lessons with their peers and their tutor and receive a feedback form from their tutor outlining strengths, action points and a grade for the lesson: exceeds the standard, meets the standard or does not meet the standard.

Assignments

Candidates complete four assignments: each assignment should be of between 750-1,000 words. These assignments are assessed by both tutors to ensure standardisation.

Observation

Six hours' observation of IH teachers, plus at least 30 hours' observation of peers.

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
- both assessed components (lessons and assignments) contribute to the overall grade



University of Cambridge ESOL External Assessor

Towards the end of the course, a University of Cambridge ESOL appointed assessor comes to moderate our (IH Dublin CELTA tutors) administration and assessment of the current CELTA course. For both candidates and future employers, this moderation ensures that each CELTA course at IH Dublin and around the world is assessed and moderated equally and that there is consistency and transparency in this assessment.

Final Results

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

Certificates for pass candidates and results letters for fail candidates will be sent to IH Dublin 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 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 CELTA is awarded in one of three categories: Pass A, Pass B, Pass

Pass

This is awarded to course participants who meet many but not all of the criteria. There may be occasional weaknesses in their teaching, but they will have demonstrated the ability to develop their professional and teaching skills with some degree of autonomy. In teaching practice, candidates will have demonstrated their ability to meet the following criteria in a consistent fashion. Criteria for Passing Grades:

Language Awareness:

- Predict potential linguistic problems
- Cater for potential linguistic problems
- Select appropriate language at different levels

Lesson Preparation:

- Identify appropriate main learning aims
- Identify appropriate aims of lesson stages
- Design lessons which are appropriately staged and varied
- Focus clearly on new language
- Select appropriate materials

Teaching Skills:

- Clarify the meaning, form and phonology of language items
- Check the students' understanding of language items
- Provide appropriate language-focused practice activities
- Develop the skills of reading and listening
- Develop the skills of speaking and writing



- Respond to errors effectively and with sensitivity
- Manage groups effectively
- Adjust own language to meet the level and needs of learners
- Manage classroom interaction to help create learning opportunities

Interpersonal Skills:

- Establish a good rapport
- Motivate students
- Ensure pace is appropriate
- Show awareness of students as individuals as well as a group
- Teach with sensitivity to the learners' needs, interests and background

Professional Skills

- Has a range of understanding of language, learners, teaching methodology, materials and resources suitable for working successfully as a language teacher.
- Has the appropriate skills to successfully plan, teach, counsel and evaluate classes and individuals and to elicit information and feedback about their own perception of the course and their learning.
- Has attitudes, personal skills and professional skills to work successfully in an educational establishment as a language teacher and to continue developing as a teacher in the future.
- Can participate as a reliable member of a team
- Assesses own strengths and weaknesses objectively
- Attends to all administrative matters as required
- Responds to feedback

Pass A

This result is awarded to course participants who demonstrate an excellent command of a wide range of teaching skills, and apply them appropriately in the classroom. Lessons are very well planned and carefully adapted to suit the needs of learners. Course participants will have approached the course with the utmost professionalism, and will have shown clear evidence of having developed their awareness and skills during the course. Their language awareness is of a very high standard. In addition, candidates will have:

- submitted assignments demonstrating an above average sensitivity to the issues influencing the teaching of a language
- made insightful contributions in input
- shown a high degree of professionalism throughout the course

Fail

This is awarded to course participants who fail to demonstrate that they can consistently plan and teach effective lessons, according to the criteria above.

The majority of course participants achieve a pass result, with fewer candidates achieving a Pass B. Pass A or Fail results tend to be more rare.

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.

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 the Head of Education and depending on available places.

Complaints and appeals

Should candidates wish to register a formal complaint or appeal their result, they may do so in writing to the Main Course Tutor. If the matter cannot be resolved to the mutual satisfaction of both parties, a formal complaint can be made which will be forwarded to Cambridge ESOL Teaching Awards who will then write to the candidate, via IH Dublin, to inform them that the complaint is being investigated. The candidate will be advised of the outcome of the complaint, normally within twelve weeks of receipt of the formal complaint. The decision made by Cambridge ESOL regarding the outcome of the complaint is final.

Teaching Practice (TP)

Trainees are divided into Teaching Practice groups of six. Each TP group teaches two different levels. Halfway through the course, TP groups change students. This is to allow trainees experience in teaching two distinct levels. Trainees are given the opportunity to discuss the new students with the other TP group and will also observe them in class before teaching them.

Liaising with fellow trainees

For each TP, trainees plan their lesson in conjunction with their tutor in Assisted Lesson Planning (ALP) and also with their fellow trainees. The TP students come to class for two hours per day and trainees plan their lessons so that there is a balance of lesson types and materials in each lesson for their students.

Teaching Practice (TP)

Trainees teach a total of six hours' assessed lessons. They are observed by their fellow trainees, who complete observation tasks, and by their tutor, who completes a written feedback form during the lesson and notes the trainee's strengths and weaknesses. The tutor then awards the trainee one of the following grades:

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

Following TP, trainees complete a self-evaluation form and this is used as a springboard for discussion in the feedback session. Trainees are encouraged to self-assess as much as possible, as this helps them to think about their teaching. Fellow trainees are also encouraged to participate, referring to their completed observation tasks. The tutor listens to the trainees' comments and then makes her own comments on the strengths and weaknesses of the trainee's lesson. Trainees 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 trainee 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.

Tutor Changeover

Tutors observe each TP group teach both levels. Typically, tutors observe three lessons with their first TP group, the next four lessons with the second TP group and then return to their original group for the final two lessons. Trainees are observed teaching both levels by each tutor so that assessment is standardised.

First TP

On Day One, trainees 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, trainees teach the students for one hour. This lesson is not observed or assessed - it is an opportunity for trainees to get to know the students.

Tutorials and Progress Reports

Each candidate attends at least two tutorials during the course. During the tutorials, the trainee 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 need to keep portfolios of their work during the course. Portfolios should include:

Section A

- The completed University of Cambridge ESOL **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, tutorials and trainee progress.
- Where appropriate, a letter from IH Dublin warning the candidate of the possibility of failure

Section B

This section holds records of each assessed teaching practice in reverse chronological order including:

- lesson plans, with copies or records of materials, including all written feedback from the tutor and self-evaluation forms
- lesson observation tasks and comments

Section C

This section holds the four completed written assignments which have been marked and assessed by the course tutors

Tutor-directed study

In addition to the face-to-face components of the course, trainees complete the following tutor-directed study:



20 hours (approx)	A pre-course task which candidates receive once they enrol onto a CELTA course and which they must complete prior to starting a course. Other reference books are also recommended for candidates to read before the course (see below)
4 hours	Live observation of experienced teachers at IH Dublin – observation tasks are set for each observation.
1+ hours	DVD observation of IH teachers – observation tasks are set for each observation (more DVD observation is encouraged during the course)
1 hour	Live observation of a CELTA tutor teaching the students which participants will teach
30 hours	Observation of fellow trainees
12 hours (min)	Trainees complete four assignments*.

*Should an assignment need to be resubmitted, trainees are given clear guidance as to which elements of the assignment need to be resubmitted.

Pre-course preparation

Candidates should buy the following books before they start the course:

Grammar

- Hughes, J and Jones, C 2011, *Practical Grammar*, Level 3, Heinle Cengage

Also recommended:

- Scrivener, Jim 2010, *Teaching English Grammar*, Macmillan

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

Teaching English – candidates should buy **one** of the following:

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

(Candidates should **read** one of these books before beginning the CELTA course)

Punctuation

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

(Candidates should **read** this before beginning the CELTA course)



INTERNATIONAL HOUSE DUBLIN CELTA: APPLICATION FORM

Please write clearly in block letters (not capitals)

Full or part-time _____ Preferred course start date: _____

Surname _____ Nationality _____

First name(s) _____ First language _____

Address _____ Date of birth _____

_____ Place of birth _____

_____ Sex _____

City _____ Postcode _____ Occupation _____

Country _____ General health _____

Telephone (daytime) _____

Telephone (mobile) _____

Telephone (home) _____

email _____ (please write this clearly)

Education: Please specify institution, award and years:

Languages spoken apart from English (please comment on your level of proficiency):



Other relevant qualifications

Other relevant experience

Any other information which you think may be relevant to this application



References

Please give the names, addresses, emails and telephone numbers of **two referees** who would be prepared to give relevant support to this application. Indicate in what context they know you.

How did you hear about the IH Dublin CELTA course?

Do you need help with accommodation during your course? Yes/No
(applicants who need to book accommodation should ask about this at interview)

Payment

Once accepted on the CELTA course, a registration fee of €50 and a materials fee of €50 must be paid, plus a deposit of €200, a total of €300.

Both the deposit and registration and materials fees are non-refundable.

The €200 deposit will be deducted from the total course fees of €1,700 Cambridge (full-time course) or €1,785 (part-time course). The balance of €1,400 (full-time course) and €1,485 (part-time course) must be paid by two weeks before the start of the course.

Failure to pay the balance will result in the place being offered to another applicant on the waiting list.

Cancellations

If a place on the CELTA course is cancelled fewer than fourteen days before the commencement of the course, the full course fee will be charged.

Withdrawals

If a candidate withdraws from the CELTA course, for whatever reason, no refunds can be made.



How do you intend to fund this course? (eg yourself/funding from FÁS or social welfare office):

If receiving funding, please give name, telephone and email of contact person of relevant office: (if you don't have this information now, please send it to us as soon as you receive it)

Applicants applying for funding from external bodies such as FÁS or Department of Social Welfare

Please note that, regardless of who is funding the CELTA course, the responsibility for payment of full fees two weeks before the course start date is that of the applicant and not of the funding body.

I have read and understood all the information above about the International House Dublin CELTA

Signature _____

Date _____



Please complete the tasks below, **in your own handwriting if possible**, and submit them with your application:



INTERNATIONAL HOUSE DUBLIN
Teacher Training

CELTA

Language tasks for applicants

Please complete this task carefully as it is one of the factors we take into consideration when making a decision about your application.

Name: _____ Course date applied for: _____

Part A: correcting a student's mistakes.

Each of the exchanges below contains a mistake. In each case:

A underline the mistake

B write the corrected version in the space provided

C write in simple terms, as if you were speaking to a student of English, how you would make the correction clear.

For example:

A

Speaker A: "I'd like some informations about your courses."

Speaker B: "Certainly, here's our brochure."

B

"I'd like some information about your courses."

C

"**Information**" is a noun which we can't count in English. This means it doesn't have a plural form. So I can't say "informations". I have to say "some information" or "a piece of information".

1) **Speaker A:** "Have you got any money?"

Speaker B: "Yes, I've been to the bank yesterday."

B

C

2) **Speaker A:** "Is John ill? He's lost a lot of weight."

Speaker B: "Yes, he's rather slender these days, isn't he?"

B

C



- 3) Speaker A: *"Why didn't you answer the phone?"*
Speaker B: *"Because I had a bath".*

B _____

C _____

- 4) Speaker A: *"Why are you so late?"*
Speaker B: *"I'm sorry, I lost the bus and had to walk."*

B _____

C _____

Part B: correcting a student's written work

The text below is from a letter written by a student on a language course. However, it contains some errors. Please underline and correct the errors below

You must'nt worry about me, the course is great and I'm happy with my accomodation. I think I'll definately stay here until June. My teacher's names are Sue and John; they are very professional and the lessons are interesting. My landlady's got a beautiful dog, it's name is Ginger.

Please write the corrected version below, underlining the errors:

Continued overleaf



Part C: helping students understand differences in meaning

Comment on the differences in **meaning** (not grammar) between the following pairs of sentences. In each case, **outline how you might teach these differences in meaning to a language learner, using, for example, a picture, an anecdote, a definition etc**

1)

A *If I had the money, I'd buy a new car.*

B *If I have the money, I'll buy a new car.*

2)

A *The house was very isolated.*

B *The house was very secluded.*

3)

A *Give me a hand with this bag, will you?*

B *Could you give me a hand with this bag, please?*

D Your learning experiences

On a separate sheet of paper, please write approximately 300 words, **in your own handwriting**, if possible, describing either a successful or an unsuccessful learning experience you have had. State your reasons for viewing the experience as successful or otherwise.

Please return a copy of this to us with your application form. **Please remember to keep a copy of the tasks for yourself, as you will need to refer to it to during the interview.**