



**International
House**
Dublin

**ACELS Preparatory Certificate in English
Language Teaching to Second Level
Students for State Qualified Teachers**

**ACELS Preparatory Certificate in English
Language Teaching to Second Level Students
for State Qualified Teachers
Information for Applicants 2018**

IH Dublin is a member of IH World Organisation

Telephone: +353 1 8773900
E-mail: info@ihdublin.com
Website: www.ihdublin.com



The International House Dublin Preparatory Certificate in English Language for State Qualified Teachers is a qualification recognised by the Advisory Council for English Language Schools (ACELS). Successful candidates will be qualified to teach in ACELS-recognised junior English language centres.

Please note that this certificate does not qualify successful candidates to teach in recognised English language centres for adults.

This Certificate is intended for the following range of candidates:

- candidates who have successfully completed a course leading to the conferral of a B Ed, PGDE or equivalent
- candidates who have successfully completed a course of study leading to a B Ed, PGDE or equivalent and who are awaiting conferral
- candidates who are currently attending a PGDE course or equivalent or who are in their final year of a B Ed course.

NB: Only candidates who have a realistic chance of being successful on the course will be considered, although candidates should be aware that acceptance onto a course is no guarantee of successful completion of the course.

Means of candidate selection

The means by which the course organiser will ensure selection criteria are fulfilled will include:

- application form with language awareness task
- interview, during which candidates complete a language awareness task
- references (where appropriate)

Applicants must provide a copy of one of the following at the interview:

- Copy of B Ed or PGDE or equivalent
- Letter from conferring institution attesting that the applicant has successfully completed a B Ed or PGDE or equivalent and that the results or certificate are pending
- Letter from the conferring institution attesting that the applicant is undertaking a PGDE or equivalent or is in their final year of a B Ed.

Notification of acceptance/non-acceptance onto the course

Candidates will be **notified, no later than five working days following their interview**, regarding their acceptance onto the course.

COURSE DATES

- **Spring Mid-term: 12th – 16th February**
- **Easter: 26th – 30th March**
- **Summer: 25th – 29th June**

Hours 9.00-17.00

Total course fee: €275 (including course materials)

***Early bird discount: €50 off the Easter course if booked by 9th March!!**

(Please note that groups can be arranged for students attending PGDE / degree courses in education.)



Course details

The IH Dublin Preparatory Certificate in English Language Teaching for State Qualified Teachers is a thirty-hour course which is focused primarily around learning from the practical experience of preparing lessons. The other main elements are seminar input and coursework, which includes a component of assessed written work.

Syllabus

Candidates should be aware that this certificate 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 of English as a foreign language to Secondary Level Students with confidence and who can work independently, but who will need to continue to learn and develop further as teachers after the course.

Seminar input

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

- Overview of Junior programmes in Ireland
- Developing the 4 skills: listening, reading, speaking and writing
- Language analysis: tense overview, tense and aspect, modality
- Language presentation types
- Awareness of person as a learner of another language
- Classroom interaction
- Observation and analysis of lesson with junior learners
- Lesson planning
- Evaluation of teaching materials, published and authentic
- Supplementary materials
- Vocabulary
- Checking meaning
- Teaching functional English
- Learner styles
- Visual aids and board work
- Error correction
- Assessment
- Phonology
- Classroom management skills
- Task-Based Learning
- Songs and games in the classroom

Assignments

Participants will complete three assignments which are internally assessed and externally moderated:

- Assignment 1: language tasks
- Assignment 2: lesson planning
- Assignment 3: authentic materials

Other tasks, such as a pre-course language task, in-course language tasks, reading, lesson plans and reflective tasks 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.**



Post-course Teaching Practice

Once a candidate has successfully completed the course, they will be required to undertake and successfully complete a supervised teaching component. This will normally take place in the candidate's first teaching post in an ACELS-recognised language centre. Recognised schools are required to do the following:

- Direct, monitor and evaluate the teacher's performance in the classroom
- Sign off the supervised teaching component documentation and return to the teacher

Documentation related to Teaching Practice is submitted to ACELS following observation of the teacher.

Attendance of 100% is required

As this certificate is a course-based award, absences may hinder a candidate's chances of successful fulfilment of the assessment criteria. The Course Tutor has discretion to accept serious reasons for unavoidable absence. **However, candidates should note that 95% attendance is required, as stipulated by ACELS, in order to qualify for the awarding of the certificate.** Valid reasons for absence would include illness, bereavement, job interview etc, and must be supported by some documentation, for example, a letter from a prospective employer. Should trainees have a valid reason to be absent (supported by documentation), the Course Director will, at her discretion, facilitate the candidate by supplying notes and tasks from missed sessions.

Assessment and Grading

In order to meet the course requirements and obtain the certificate, candidates must:

- Attend a full course
- Maintain and submit a portfolio containing all written assignments, tasks and materials related to lesson planning and observation
- Carry out an assessed teaching practice in the junior school where they are employed

Final Results

Reports for pass candidates and results letters for fail candidates will be sent to candidates within one week of completion of the course. Certificates will normally be sent once ACELS have received all documentation relating to the candidate's performance on the course and in the post-course teaching practice.

Awarding of the Certificate in English Language Teaching for State Qualified Teachers 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 in the recognised Junior ELT sector and to learn more about teaching while working.

As this certificate is an entry-level qualification, awarding the certificate does not assert that the candidate is a fully-trained qualified member of the profession. Further training and experience will be needed. Please note that this course cannot be considered as part of a full ACELS recognised initial teacher training course. Trainees who wish to be year-round recognised teachers of English as a foreign language will have to attend a full-time four-week initial training course.



The Preparatory Certificate in English Language Teaching for State Qualified Teachers 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. 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
- Clarify the meaning, form and phonology of language items
- Design lessons which are appropriately staged and varied
- Focus clearly on new language
- Select appropriate materials and activities

Professional Skills

- Has a range of understanding of language, junior learners, teaching context, teaching methodology, materials and resources suitable for working successfully as a language teacher in the recognised Junior ELT sector.
- Has the appropriate skills to successfully plan, and potentially execute lesson plans 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 the recognised Junior ELT sector 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. 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



Pass B

This result is awarded to course participants who demonstrate a very good command of a wide range of teaching skills. Course participants will have approached the course with professionalism and will have shown evidence of having developed their awareness and skills during the course. Their language will be of a 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 the fulfilment of the criteria above.

Final Reports and Certificates

Candidates are given a final report at the end of the course, with detailed assessment of lesson plans, language awareness and professionalism, along with a comment by the tutor. Successful candidates normally receive their certificate no later than eight weeks following the end of the course. Please note that only one copy of the certificate will be issued by ACELS.

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 Course Director, dependent on availability and may incur fees.

Complaints and Appeals

Should candidates wish to register a formal complaint or appeal their result, they may do so in writing to the Course Director. If the matter cannot be resolved to the mutual satisfaction of both parties, a formal complaint can be made which will be forwarded to ACELS, who 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 ACELS regarding the outcome of the complaint is final.



Course Programme Hours

Breakdown of contact hours (per course participant):

30 hours	Seminar programme
5 hours	Pre-course reading
5 hours	Assignments
15 mins	Tutorial with tutor

Tutorials

Each candidate attends one tutorial during the course, where they are given a clear indication of their progress 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:

- Completed assignments with the tutor’s feedback and mark awarded
- Pre-tutorial self-evaluation form
- Lesson plans, with copies or records of materials, including all written feedback from the tutor and self-evaluation forms
- Tasks completed during the course
- Lesson Observation tasks

Tutor-directed study

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

5 hours (approx)	Pre-course task which is given to candidates once they are accepted onto the course. Other reference books are recommended for candidates to read (see below)
5 hours (approx)	Trainees complete three assignments*.

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

Pre-Course Preparation

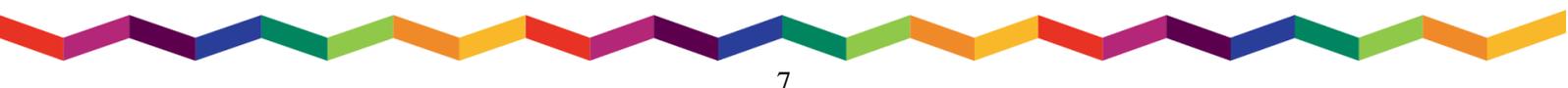
Candidates are recommended to buy the following books before they start the course:

Language

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

Teaching English – select one of the following:

- Harmer, Jeremy, *The Practice of English Language Teaching*, Longman
- Scrivener, Jim, *Learning Teaching*, Macmillan





APPLICATION FORM

Please write clearly (not in BLOCK capitals)

Preferred course start date: _____

Surname _____ Nationality _____

First name(s) _____ First language _____

Address _____ Date of birth _____

_____ Place of birth _____

_____ Sex _____

City _____ Postcode _____ Occupation _____

Country _____

Telephone (mobile) _____ / (home) _____

Email _____ Skype _____

Education: Please specify institution, award and years

Qualification	Where	When

Teaching Qualification

(please enclose a copy of documentation to support your teaching qualification – if you have not yet received your B Ed or HDip, please enclose a letter from your college stating that you have successfully completed the course)

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

FOR OFFICE USE ONLY	R/B	INT
NOTES		





Do you have any initial training in teaching English language? Please give qualification, organisation, dates and grades.

Please list your experience of teaching other subjects

Please list any other work experience or professional training you may have

Please add 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.

Name:	Name:
Position/ context:	Position/ context:
Contact:	Contact:





How did you hear about our course?

Health: Are there any health issues we should be aware of? _____

Learning: Are there any specific learning needs that we should be aware of (e.g. dyslexia)?

*This is for our information so that we can provide appropriate support and advice.

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

Withdrawals

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

Once accepted onto the course, a non-refundable deposit of €150 must be paid, plus materials fee of €30, a total of €180. The deposit will be deducted from the course fee. The balance of €220 must be paid two weeks before the course begins. **Course fees are non-refundable.**

I have read and understood the information about the International House Dublin Certificate in English Language Teaching for State Qualified Teachers

Signature _____ **Date** _____

Please email your completed application to info@ihdublin.com along with a copy of official photo identification (e.g. passport, driving license or national ID card).





Language tasks for applicants

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

Now complete the following in the same way:

A1

Speaker A: *Have you got any money?*
Speaker B: *Yes, I’ve been to the bank yesterday.*

b) _____

c) _____

A2

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) _____





A3

Speaker A: *Why didn't you answer the phone?*

Speaker B: *Because I had a bath.*

b) _____

c) _____

A4

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 e.g. grammar, spelling, punctuation. Please underline and rewrite below, correcting the errors:

You must'nt worry about me, the course is great and I'm happy with my accomodation. I think I'll definatly 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 rewrite the corrected version below, underlining and correcting the errors:



Part C: helping students understand differences in meaning

Compare the following pairs of sentences and say how you would help learners with meaning.

- i) Comment on the differences in **meaning**
- ii) Outline **how you might teach these differences** in meaning to a language learner, using, for example, a picture, an anecdote or a definition etc.

Please give as much detail as if you were explaining your idea to another teacher:

Example:

A *You mustn't leave yet.*

B *You don't have to leave yet.*

A. A teacher is invigilating an exam and a student wants to leave the exam but isn't allowed to until a stipulated time. I would build up the story of how the teacher told the students the rules of the exam, then show a picture of the teacher pointing to the time and shaking her head to indicate that the student can't leave the exam at this time.

B. I would tell an anecdote: A group of teens are at a party in a boy's house and his parents arrive home. Everyone starts to leave but the boy's mother tells them to relax and keep dancing - the party can continue.

C1

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

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

i)

ii)

C2

A *The house was very isolated.*

B *The house was very secluded.*

i)

ii)



C3

- A *Give me a hand with this bag, will you?*
- B *Could you give me a hand with this bag, please?*

i)
ii)

Part D: Your learning experiences

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 keep a copy of all the tasks for yourself, as you may need to refer to them again during the application process.

