



**International  
House**  
Dublin

## **CELTA**

**Certificate in Teaching English  
To Speakers of Other Languages**

## **CELTA**

**Certificate in Teaching English  
to Speakers of Other Languages**

**Cambridge Assessment English  
(part of the University of Cambridge)**

**Information for Applicants 2019**

IH Dublin is a member of IH World Organisation

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## **CELTA**

### **Certificate in Teaching English To Speakers of Other Languages**

### **CELTA**

CELTA (Certificate in Teaching English to Speakers of Other Languages), awarded by Cambridge Assessment English, part of the University of Cambridge, is the most recognised initial English Language Teaching qualification in the world.

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 updated course, for a more practical qualification, or for a more internationally recognised certificate.

Successful candidates will be able to join the IH Alumni network and take advantage of recruitment opportunities in the 160 International House centres, in over 50 countries worldwide. Visit [www.ihworld.com](http://www.ihworld.com) to see where your CELTA could take you.

#### **Selection of candidates: Entry to the course**

- Candidates must be at least 18 years old - it is generally recommended candidates should be 20 or over, but candidates between 18 and 20 can be accepted at the discretion of the Head of Teacher Training.
- Candidates must demonstrate 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 Quality and Qualifications Ireland, or QQI).
- 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 for whom English is not their first language**

Candidates must have a level of English equivalent to the Council of Europe Framework level C2 and will be required to show documentary proof of their level, such as the University of Cambridge ESOL Certificate of Proficiency in English. Applicants may be asked to complete some English language tasks as part of the application process (in addition to CELTA language awareness tasks that all applicants complete at interview).

## CELTA

### Certificate in Teaching English To Speakers of Other Languages

#### Candidate selection

The means by which the Head of Teacher Training 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)

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.

#### Recognition

CELTA is the most widely-recognised EFL qualification worldwide. In fact, 7 out of 10 employers worldwide ask for CELTA, according to a [survey](#) of 500 English language teaching job adverts posted across 23 international industry employment websites during April 2015. CELTA is regulated by [Ofqual](#) at level 5 on the Qualifications and Credit Framework in the UK. This is equivalent to level 6 on the National Framework of Qualifications for Ireland. See [www.qqi.ie](http://www.qqi.ie) for more details on equivalence. IH Dublin is accredited by [Accreditation and Co-ordination of English Language Services](#) (ACELS), part of QQI. We are also accredited by [EAQUALS](#), a leading professional association for language education throughout the world and [Marketing English in Ireland](#).

FULL-TIME COURSE DATES & FEES	PART-TIME ONLINE COURSE DATES & FEES
<p><b>Full-time courses (4 weeks):</b> Monday-Friday 09.00-17.15 <u>Location: Dublin</u></p> <p><b>January:</b> 7 January to 1 February <b>February:</b> 4 February to 1 March <b>March:</b> 4 to 29 March <b>April:</b> 8 April to 3 May <b>May:</b> 7 to 31 May <b>June:</b> 4 to 28 June <b>July:</b> 8 July to 2 August <b>August:</b> 12 August to 6 September <b>September:</b> 16 September to 11 October <b>October:</b> 14 October to 8 November <b>November:</b> 18 November to 13 December</p> <p><u>Location: Waterford</u> <b>Summer courses:</b> dates TBC</p> <p><b>Full-time course fee: € 1795.00</b> (this includes the Cambridge assessment fee of €192, registration fee of €70 and materials fee of €50)</p>	<p><b>Part-time online (blended) CELTA (15 WEEKS)*</b></p> <p><b>Autumn course:</b> <u>Online:</u> 2 September to 13 December Face2Face: 7-11 October and 11-15 November (Dublin) <u>or</u> TBC (Waterford)</p> <p><b>Part-time online course fee: € 1795.00</b> (this includes Cambridge fees of €193.50, registration fee of €70 and materials fee of €50)</p> <p><b>*The content, requirements and assessment are the same for full-time and part-time online CELTA. As a result, on the official CELTA certificate, it does not state the mode of study and does not differentiate.</b></p>

# CELTA

## Certificate in Teaching English To Speakers of Other Languages

### 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, can take six hours+ to prepare. There are also four assignments to write. Candidates on full-time courses will need to be able to devote a significant amount of time in the evenings and weekends to coursework. Candidates on the part-time, blended course will also find that they have a lot to do outside of contact hours.

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

The CELTA course at IH Dublin is focused primarily around learning from the practical experience of preparing and teaching lessons, followed by reflection and evaluation that will inform future lessons. For this reason, the core element of the CELTA is Teaching Practice (TP). The other main elements are:

- seminar input
- observation of experienced teachers and of peers
- assessed assignments

#### **Attendance of 100% is expected on 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. In such cases, the Main Course Tutor will, at their discretion, facilitate rescheduling a TP or observation. Candidates who are absent for critical or substantial periods of the course should speak with their Main Course Tutor and the Head of Teacher Training. Candidates need to complete all TPs and assignments.

**Candidates should be aware that 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 as working teachers, beyond the course.

#### **Part-time online celta**

In a unique collaboration with Cambridge ESOL and IH London, IH Dublin offers the Cambridge CELTA Online Course as a **blended** teacher training course combining online training with face-to-face components. The requirements are the exactly the same as the full-time, face-to-face course in terms of the content, teaching practice, the assignments and the assessment, as described below.

# CELTA

## Certificate in Teaching English To Speakers of Other Languages

### COURSE CONTENT

#### **Input sessions**

Full-time course: Monday-Friday 09:00-10:30; 10:45-12:15 (Homework tasks may be set)

Part-time, online CELTA: Tutors set and monitor online units, interactive tasks and forum discussions on a weekly basis. Liveroom sessions may also be included with tutors during the course.

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.

#### **Syllabus areas include the following, for example:**

- Teaching the 4 skills: listening, reading, speaking and writing
- Language analysis: aspects of grammar, vocabulary and phonology
- Presentation and practice of language at a range of levels
- Language presentation types
- Student-centred approaches
- Lesson planning
- Evaluation of teaching materials, published and authentic
- Supplementary materials
- Analysing, teaching vocabulary
- Checking meaning
- Testing and exams
- Focus on the learner
- Error correction
- Classroom management
- Learner training
- Adult Literacy
- Songs and games in the classroom
- Teaching Younger Learners
- Teaching Business English
- Professional development

#### **Teaching Practice (TP)**

##### **First TP**

On Day One, trainees observe their tutor give a one-hour lesson to the students they will teach. This helps them to see techniques in action and to see how to communicate with learners so they are understood. In addition, trainees do 'getting-to-know-you' speaking activities with the students. This is not observed or assessed - it is an opportunity for trainees to find out more about their learners.

##### **Teaching Practice groups and levels**

Trainees are divided into groups of up to six for TP. Each group teaches mixed nationality classes of real language learners. Trainees get experience in teaching two distinct levels.

Full-time CELTA: Monday to Friday from 14.00 – 16.00

Part-time online CELTA: Monday to Friday within the teaching blocks from 9.00-12.10 or 14.00 -17.10

(\*Trainees will be assigned to a morning or afternoon group during the part-time online teaching blocks)

# CELTA

## Certificate in Teaching English To Speakers of Other Languages

### **Assisted Lesson Planning (ALP):**

Full time course: Monday-Friday from 12.15-13.00

Part-time online course: Consultation time is arranged with tutors by skype in advance and 13.00 – 14.00 and 18.00 – 19.00 daily during the teaching blocks.

Candidates come to ALP prepared, having looked at lesson material and with ideas ready to discuss with their tutor for 15 minutes each.

### **Liaising with fellow trainees**

Trainees plan their lessons with guidance from their tutor in ALP, and also co-ordinate with their fellow trainees. Trainees are encouraged to plan for a balanced and varied set of lessons for their learners.

### **Teaching Practice Feedback**

Full-time course: Monday to Friday 16.15-17.15

Part-time online course: Monday to Friday, 12.20 – 13.00 or 17.20 – 18.00

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 develop their ability to reflect on their lessons. The trainees and tutor discuss the day's lessons together, with peers offering comments based on their notes and observation tasks. The tutor guides the discussion in order to highlight key areas.

Each lesson is graded according to a particular set of criteria, which are listed in a document called CELTA 5 which each trainee receives. 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. In feedback tutors highlight what areas are important at that particular stage of the course, with clear suggestions about areas to work on for the next lesson.

The tutor 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

Trainees are observed teaching by two or three tutors so that assessment is standardised.

### **Observation**

Course participants (CPs) observe a total of six hours of lessons taught by experienced teachers. These are a combination of live lessons of IH Dublin teachers and CELTA tutors as well as recordings of IH teachers. This allow trainees to see examples of real and effective classroom practice. Peer observation of fellow CPs is also a key element of the course, with candidates completing up to 30 hours peer observation. CPs make detailed notes and complete specific observation tasks during all observations.

# CELTA

## Certificate in Teaching English To Speakers of Other Languages

### Assignments

Candidates complete 4 assignments (between 750-1,000 words each), which focus on the following:

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

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

### Tutorials and Progress Reports

There are two tutorials on the course, during which trainees are given a clear indication of their progress on the course at that stage. Areas for development and further progress are identified and goals agreed.

### Assessment

#### **Assessment and Grading**

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

- attend a full course
- complete 6 hours assessed teaching practice with real language learners at two different levels
- observe experienced teachers teaching groups of adult learners for a total of six hours
- submit four assignments
- maintain and submit a portfolio containing all assignments and teaching practice materials

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 in CELTA centres around the world is assessed and moderated equally and that there is consistency and transparency in this assessment.

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 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.

# CELTA

## Certificate in Teaching English To Speakers of Other Languages

### Results

The CELTA is awarded in one of three categories: Pass A, Pass B, Pass.

#### Pass A

Candidates' planning and teaching show excellent understanding of English language learning and teaching processes.

- Candidates can plan effectively with minimal guidance. They can analyse target language thoroughly and select highly appropriate resources and tasks for successful language and language skills development.
- Candidates can deliver effective language and skills lessons, using a variety of classroom teaching techniques successfully.
- Candidates show very good awareness of learners and can respond so that learners benefit from the lessons.
- Candidates can reflect on key strengths and weaknesses and can consistently use these reflections to develop their teaching skills.

All CELTA assessment criteria are achieved and most are well achieved.

Requirements for written work are met.

#### Pass B

Candidates' planning and teaching show good understanding of English language learning and teaching processes.

- Candidates can plan effectively with some guidance. They can analyse target language well and select appropriate resources and tasks for successful language and language skills development.
- Candidates can deliver effective language and skills lessons, using a variety of classroom teaching techniques successfully.
- Candidates show good awareness of learners and can respond so that learners benefit from the lessons.
- Candidates can reflect on key strengths and weaknesses and can generally use these reflections to develop their teaching skills.

All CELTA assessment criteria are achieved and some are well achieved. CELTA

requirements for written work are met.

## **CELTA**

### **Certificate in Teaching English To Speakers of Other Languages**

#### **Pass**

Candidates' planning and teaching show satisfactory understanding of English language learning and teaching processes.

- Candidates can plan effectively with guidance. They can analyse target language adequately and generally select appropriate resources and tasks for successful language and language skills development.
- Candidates can deliver satisfactory language and skills lessons, using a variety of classroom teaching techniques with a degree of success.
- Candidates show some awareness of learners and some ability to respond so that learners benefit from the lessons.
- Candidates can reflect on some key strengths and weaknesses and generally use these reflections to develop their teaching skills.

All CELTA assessment criteria are achieved. Some may be less well achieved. CELTA requirements for written work are met.

#### **Fail**

Candidates' planning and teaching show minimal understanding of English language learning and teaching processes. Candidates' performance does not match all of the Pass descriptors. Some CELTA assessment criteria are not achieved and/or CELTA requirements for written work are not met.

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

#### **Final Reports and Certificates**

Candidates are given a final report at the end of the course, with detailed assessment of lesson planning, teaching skills, language awareness and professionalism, along with a comment by the tutor. Successful candidates receive their CELTA Certificate approximately eight weeks after the course.

#### **Transfers**

Should candidates find themselves unable to continue the course, they should first seek advice from their Main Course Tutor. It may be possible to transfer to a future course, but this is always at the discretion of the Head of Teacher Training and depending on available places.

\*Course fees are non-refundable. Candidates transferring may incur further fees.

#### **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. Candidates are advised of this procedure on day one of the course and information is available in the CELTA 5 booklet.

# CELTA

## Certificate in Teaching English To Speakers of Other Languages

### Portfolios

Candidates need to keep portfolios of their work during the course. Portfolios should include:

- ✓ The completed Cambridge Assessment English **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.
- ✓ If appropriate, a letter from IH Dublin warning the candidate of the possibility of failure
- ✓ 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
- ✓ The four completed written assignments, marked and assessed by the course tutors

\*It is essential that portfolios are organised and up-to-date.

### 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. Reference books are recommended for candidates to read before the course (see below)
6 hours	This will include live observations of IH teachers, the CELTA tutor and recorded lessons. Observation tasks are set for each.
30 hours	Observation of fellow trainees
12 hours (min)	Trainees complete four assignments. Clear guidance will be given on any resubmissions required.
CELTA Online: 9 hours	Livestream sessions and communication with online tutor

### Pre-course preparation

Candidates should ensure they prepare well for what is an intensive course by doing research and reading on language and language teaching. You will need to buy/ have access to the following books for pre-course preparation as well as assignment work and lesson planning on the course.

#### **Grammar**

Parrott, Martin (2010) *Grammar for English Language Teachers*, Cambridge University Press

#### **Teaching English**

David Riddell (2014), *Teaching EFL: The complete guide*, Teach Yourself