

The Cambridge CELTA (Certificate in English Language Teaching to Adults)

The Cambridge CELTA is an initial qualification for people with little or no previous teaching experience and opens up a whole world of exciting teaching opportunities. It used to be known as the CTEFLA or the 'RSA certificate'.

CELTA is awarded by Cambridge ESOL, part of the world famous University of Cambridge. The training course is conducted in more than 230 centres around the world, with over 10,000 successful candidates each year.

As the most widely recognised pre-service qualification for teachers of English to speakers of other languages anywhere in the world, CELTA is well regarded by language centres in Australia.

The Aims of the Course

The primary aim of the course is to develop communicative teaching and classroom management skills for people with little or no previous Teaching English as a Foreign Language (TEFL) experience. This is done through a very practical 'hands on' approach. The course also aims to develop candidates' language awareness and familiarise them with approaches and materials for developing proficiency in adult learners of English.

Selection Criteria

Candidates are selected by pre-interview task and interview. Applicants must:

- a) be at least 18 years old at the start of the course
- b) have a standard of education which would allow entry to Higher Education in their country
- c) have an awareness of language and a competence in English, both written and spoken, that enables them to follow and complete the assignments

Course Content

The course is divided into 4 main areas:

1. Methodology – principles, techniques and strategies for communicative language teaching
2. Language Awareness – introduction to English language structure and functions and phonology
3. Teaching Practice – daily supervised practice teaching sessions followed by constructive feedback by peers and tutors
4. Peer observation and classroom observation of experienced teaching of English, at different levels and incorporating Computer Assisted Language Learning

Assessment

Trainees must attend 100 per cent of the course. Assessment is continuous and the key components are:

- Successful completion of teaching practice
- Regular written assignments and lesson plans
- Course participation

Each course is moderated by an external course assessor appointed by Cambridge ESOL to maintain international standards. Upon completion of the course, certificates are issued by Cambridge ESOL. Grades awarded are:

- Fail
- Pass
- Pass 'B'
- Pass 'A'

These certificates are accompanied by a final report written by the course tutors.

Mode of Study

RMIT English Worldwide runs both full time and part time courses. Teaching Practice groups consist of one tutor per six trainees.

The full time course is usually run over five weeks (with one non-contact day each week to allow trainees to complete assignments and prepare lesson plans) and is extremely intensive. The hours are between 9.00am to 5pm, Monday to Friday. Lectures and workshops are scheduled in the mornings for 2 hours 45 minutes, followed by lunch (1 hour), preparation for the next day's lesson (1 hr), then teaching practice (2 hrs). Feedback (45 minutes) takes place first thing on the following morning or immediately after class.

In addition to attendance at the Centre for a full working day, three to four hours of evening study and lesson preparation is expected. This makes it very difficult for most candidates to keep up part time jobs or other commitments.

Part-time courses run two evenings a week (Mondays and Wednesdays) from 5.00pm to 9.00pm. Most Monday nights are for lectures and workshops and Wednesday evenings are for teaching practice and feedback.

Please note that CELTA courses at RMIT English Worldwide are extremely popular. To avoid disappointment we recommend that applications reach us no later than 6 weeks prior to the commencement of the course.

Enrolment Details and Procedure

1. Applicants need to print out and complete a course application form and pre-interview task, available from RMIT English Worldwide website and reception. There is no direct enrolment on this course. All applicants need to be assessed before being admitted to the course.
2. All pre-interview tasks are assessed by the tutors. Those applicants who have completed their task satisfactorily are invited for an interview.
3. Applicants will be offered a place on a course depending on performance in the interview and if there are available places remaining. If applicants wish to take up the offer on a course a non-refundable deposit of \$350 is required immediately. A place cannot be guaranteed unless a deposit has been paid.
4. The balance of the course fee is due **no later than 15 working days** prior to the commencement of the course. Failure to pay in full will cause applicants to forfeit a place.
5. Course fees will be refunded, minus the non-refundable deposit, if an application in writing is received more than 15 working days before the course commencement date.
6. Once paid in full, course fees may be transferred to a future CELTA course where a place is available. Transfers are accepted only up to 10 working days prior to course commencement.
7. Course fees are not refundable if the application is received within 15 working days of the commencement of the course or after the course commencement date, except in exceptional circumstances. Application for special consideration should be forwarded in writing to the Centre Director with documentary evidence.

Cambridge CELTA Course Dates 2010

	<u>Start Date</u>	<u>Finish Date</u>
Full time	January 11 th	February 12 th
Part Time	February 15 th	May 27 th
Full Time	July 5 th	August 6 th
Part time	August 9 th	November 19 th
Full time	November 22 nd	December 17 th *

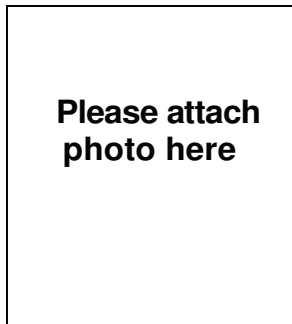
**(4 week intensive course runs five days per week, Monday to Friday)*

Course Fees for 2010

Full time and part time courses: \$3,000.00 including examination fee, to Cambridge ESOL.

A deposit of \$350 is required to secure a position on the course. The balance is due three weeks prior to the start of the course.

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Preferred course date: _____

Part time or Full time: _____

Title (Ms/Miss/Mrs/Mr): _____

Surname: _____

Given Names: _____

Address: _____

Telephone (wk): _____ (hm): _____ (mob): _____

Date of Birth: _____

Email Address: _____

Qualifications:

Recent Work Experience:

Is your first language English? Y/N

Do you have knowledge of any other languages? Y/N

Give details of experience and ability in other languages:

Current Employment

Company Name:

Position:

Duties/Responsibilities:

Pre-Interview Language Task

Question 1.

Look at the verbs underlined in the sentences below. In each:

- correct the sentence
- name the correct tense
- say what the meaning of the correct tense is

The first one is done for you. Please handwrite your answers.

(eg) I have gone to Perth two weeks ago.
a *I went to Perth two weeks ago.*
b *Past simple*
c *Used when referring to a specific time in the past.*

(i) He is living in Melbourne since May.

-
-
-

(ii) This year my brother studies at RMIT.

-
-
-

(iii) A. What are you doing during the holidays?

B. I don't know yet. Perhaps I'm going to England.

-
-
-

(iv) When I got to the airport, I realised that I left the tickets at home.

-
-
-

(v) A. I've met the headmaster

B. When have you met him?

A. Last week.

-
-
-

Question 2.
From the following paragraph find as many examples as you can of each of the grammatical items listed below.

She had searched for a place for two months. She had almost given up, but this morning she was phoned by the agent, who asked to meet her at the flat. So there she was, standing in the lounge room. It was a small room. It had two windows and it faced the front. In one wall there was a fireplace with a small marble mantelpiece. Opposite were shelves. There was a bed, a table, two hard chairs and an armchair. On the floor was a piece of thin carpet which didn't reach to the edges of the room. The floor was covered with very worn lino. A single light bulb hung sadly from the middle of the ceiling. There was no light fitting. "I don't know," she said aloud, "if this is really what I want. I'll have to think it over, and anyway, I think the rent you're asking is a bit high, don't you?" The agent was looking at her with a slight smile.

Adjective: _____

Adverb: _____

Contraction: _____

Present Continuous: _____

Question tag: _____

Passive: _____

Past participle: _____

Past Continuous verb: _____

Phrasal verb: _____

Preposition of place: _____

Relative pronoun: _____

Irregular verb: _____

Pronoun: _____

Question 3.

Look at the words below and say them out loud. Put a mark above the vowel of the syllable which takes the main stress.

eg. de ci sion im ple ment un der stand

manipulate	conduct (verb)
effective	conduct (noun)
correspond	desert (verb)
prefer	dessert
wanted	electric
photographer	electricity

Question 4.

Explain in your own words the difference in meaning between the following pairs of words.

take / bring _____

win / beat _____

skinny / thin _____

Question 5

Look at the exchange below and the labels on the right.

A Would you like to come to the theatre tonight? INVITING

B I'd love to, but I can't.

REFUSING AN INVITATION

These labels are called FUNCTIONS, and tell us about what the language is actually doing, i.e. its communicative purpose.

Look at the dialogue below and label the function of each utterance.

A *Hey, Rob.*

B *What?*

A *I didn't mean it. Truly. If I'd known...*

B *Yeah, well, just don't do it again.*

A. *I won't, I promise.*

B. *Or I'll never talk to you again.*

Question 7

Finally, think of *two* learning experiences you have had as an adult, one of which was successful and one of which was not. List some of the factors which you think contribute to a successful or unsuccessful adult learning experience.

Successful _____

Unsuccessful _____
