

Cambridge ESOL CELTA Notes for Trainees

Welcome to The Anglo-American Centre course for the Cambridge ESOL CELTA (Certificate in English Language Teaching to Adults). During your period of study with us we aim to provide you with a high quality course which equips you with the skills needed to become a successful English language teacher.

Overview of the Course and Course Requirements

The course comprises the following areas:

Teaching practice (TP) and feedback with peers and a tutor. Through the lessons that you prepare and deliver, you will discover the principles of effective teaching.

Input sessions with our team of teacher trainers. You will explore the most up-to-date trends in ELT and discover how these can be applied to your classroom teaching.

Observation of classes given by experienced teachers. These will enable you to see some of the ideas you are encountering put into practice and expose you to other classroom techniques you might find useful.

Four practically focussed **assignments** which encourage you to analyse teaching techniques, language areas, educational materials and learning styles.

In order to satisfactorily complete the course, the University of Cambridge ESOL Examinations Awards Board requires the following:

- Full attendance on the course
- 6 hours of supervised and assessed teaching practice at 2 different levels
- 6 hours of classroom observation of experienced teachers, 3 of which may be on video
- On-going maintenance of a portfolio to be submitted to the external Assessor for moderation during the course and to course tutors at the end of the course for final assessment purposes

Course Attendance

Full attendance and punctuality are very important. If you will be unavoidably absent or late at any time, please inform your Centre Administrator *in advance*. However, under no circumstances can a candidate missing any of the six hours of assessed teaching practice or with incomplete written assignments pass the course.

Centre Staff

Centre Administrator: The Centre Administrator has overall responsibility for the general administrative running of your course. They will also be available to help with any difficulties or practical problems you may have with the course.

Main Course Tutor and the Assistant Course tutor: will be your main points of reference as regards the course content. The tutors will provide input sessions, mark your written assignments, and provide you with feedback on your Teaching Practice.

This allows us to ensure that you are exposed to the greatest possible variety of ideas and teaching techniques. They will observe you teach and help you to analyse and develop your classroom teaching skills. It is important that you develop an in-depth awareness of your own abilities as a teacher, and are exposed to a wide variety of approaches and ideas. In order to achieve this, you will normally have one tutor for the first part of your course and a different one for the second part of the course.

CELTA Welfare Officer: This person should be your first point of contact if you have a non-academic problem you would like to discuss.

CELTA support staff: We have a number of English speaking support staff on hand to help with day-to-day issues such as accommodation or getting around Cagliari.

Assessment

Assessment will be continuous (it will take place throughout the course) and integrated (any one assessed component can cover a number of syllabus topics and all components contribute to the grade). It should be noted that the assessment will not be based on your performance on any one occasion, but will be related to your development on the course and will include consideration of your ability to respond to feedback and identify appropriate goals to make your teaching more effective. An external Assessor will come to the college for one or two days during your course. The assessor may observe input sessions, read samples of written work and observe sample TP and feedback sessions in order to standardise grading and ensure fairness.

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Certificates and Grades

On successful completion of the course, The University of Cambridge ESOL Examinations Awards Board will award you a certificate with the grade that you have achieved. Grades are Pass, Pass (Grade B) and Pass (Grade A). These grades will be arrived at by course staff on the basis of your overall performance and in particular your development over the course, and approved by an external assessor from The University of Cambridge. All parts of the course must be passed for you to receive a certificate.

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 demonstrated in their teaching practice a level of achievement significantly higher than that required to meet pass-level criteria in relation to teaching and professionalism (criteria 1a – 3c and 5a – n) *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 awareness significantly higher than that required to meet pass-level criteria in relation to planning for effective teaching, teaching and professionalism. *They will benefit from further guidance in post but will be able to work independently.*

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 candidate's 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.

Candidates in this category are not eligible for the award of PASS A. Candidates who fail more than one assignment are not eligible for a Pass. Candidates who fail to meet the criteria for the Teaching Practice component will be awarded a Fail.

Assessment Components

You will be assessed in two areas:

- Teaching Practice
- Written Assignments

Assessment of Teaching Practice

Teaching practice is graded by continuous assessment but this does not mean you'll be expected to deliver perfect lessons each time. At the beginning of the course you will be assessed against criteria relevant to what can be expected at that stage of your development. Later, your teaching practice tutor will be focussing on the following main areas:

- Your development over the course
- The consistency of your achievement in relation to all the assessment criteria
- Your ability to manage the whole learning process
- The range of lesson types in which you have demonstrated competence
- Your ability to cope with learners at different levels
- The amount of support given by the trainer

All lessons will be assessed as either satisfactory or unsatisfactory for that stage of the course. Please bear in mind that many trainees receive an unsatisfactory lesson occasionally. If there is any possibility you may not pass the course, you will be made aware of this by the Centre Administrator, so unless this has been the case an unsatisfactory lesson should be seen as something to learn from, but not a major cause for concern.

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All Teaching Practice is graded according to the following criteria:

Prepare and plan for the effective teaching of adult ESOL learners by:				
Grades	Significantly more than effective	More than effective	Effective	Not effective
				1. Identifying and stating appropriate aims/outcomes for individual lessons;
				2. Ordering activities so that they achieve lesson aims;
				3. Selecting, adapting or designing materials, activities, resources and technical aids appropriate for the lesson;
				4. Presenting the materials for classroom use with a professional appearance and with regard to copyright requirements;
				5. Describing the procedure of the lesson in sufficient detail;
				6. Including interaction patterns appropriate for the materials and activities used in the lesson;
				7. Ensuring balance, variety and a communicative focus in materials, tasks and activities;
				8. Allocating appropriate timing for different stages in the lessons;
				9. Analysing language with attention to form, meaning and phonology and using correct terminology;
				10. Anticipating potential difficulties with language, materials and learners;
				11. Suggesting solutions to anticipated problems;
				12. Using terminology that relates to language skills and sub-skills correctly;
				13. Working constructively with colleagues in the planning of teaching practice sessions;
				14. Reflecting on and evaluating their plans in light of the learning process and suggesting improvements for future plans.

Demonstrate professional competence in the classroom by:				
Grades	Significantly more than effective	More than effective	Effective	Not effective
				1. Teaching a class with an awareness of the needs and interests of the learner group;
				2. Teaching a class with an awareness of learning styles and cultural factors that may affect learning;
				3. Acknowledging, when necessary, learners' backgrounds and previous learning experiences;
				4. Establishing good rapport with learners and ensuring they are fully involved in learning activities;
				5. Adjusting their own use of language in the classroom according to the learner group and the context;
				6. Identifying errors and sensitively correcting learners' oral and written language;
				7. Providing clear contexts and a communicative focus for language;
				8. Providing accurate and appropriate models of oral and written language in the classroom;
				9. Focussing on language items in the classroom by clarifying relevant aspects of meaning and form (including phonology) for learners to an appropriate degree of depth;
				10. Showing awareness of differences in register;
				11. Providing appropriate practice of language items;
				12. Helping learners to understand reading and listening texts;
				13. Helping learners to develop oral fluency;
				14. Helping learners to produce written text;
				15. Arranging the physical features of the classroom appropriately for teaching and learning, bearing in mind safety regulations of the institution;
				16. Setting up whole class and/or group or individual activities appropriate to the lesson type;
				17. Selecting appropriate teaching techniques in relation to the content of the lesson;
				18. Managing the learning process in such a way that lesson aims are achieved;
				19. Making use of materials, resources and technical aids in such a way that they enhance learning;
				20. Using appropriate means to make instructions for tasks and activities clear to learners;
				21. Using a range of questions effectively for the purpose of elicitation and checking of understanding;
				22. Providing learners with appropriate feedback on tasks and activities;
				23. Maintaining an appropriate learning pace in relation to materials, tasks and activities;
				24. Monitoring learners appropriately in relation to the task or activity;

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25. Beginning and finishing lessons on time and, if necessary, making any relevant regulations pertaining to the teaching institution clear to learners;
26. Maintaining accurate and up-to-date records in their portfolio;
27. Noting their own teaching strengths and weaknesses in different teaching situations in light of feedback from learners, teachers and teacher educators;
28. Participating in and responding to feedback.

(From University of Cambridge ESOL Examinations Teaching Awards *Syllabus & Assessment Guidelines*)

Teaching Practice Guidelines

The Lessons and the Students

The Academic Administrator will assign you to a Teaching Practice group on the first day of the course. Groups consist of 6 trainees and a tutor. The tutor observes all lessons taught by the group and coordinates the feedback which follows. The trainees in the group take turns to teach parts of the lesson and whenever not teaching themselves make notes on the performance of their fellow trainees. The classes which are taught by trainees are offered free to students and are scheduled from 17.00-19.00

Teaching Practice Schedule for Full-time Courses:

Teaching practice is based on two hour lessons. Each candidates will be required to teach:

1 slot of 20 minutes (red blocks), 7 slots of 40 minutes (blue blocks) and 1 slot of 60 minutes (green blocks) to fulfill the 6 hour requirement of observed teaching practice on the CELTA course.

Day	Level: Pre-Intermediate 9.30-11.30						Level: Upper Intermediate 9.30-11.30					
1	Observation of tutors											
2	A (20)	B (20)	C (20)	D (20)	E (20)	F (20)						
3	A (40)		B (40)		C (40)							
4	D (40)		E (40)		F (40)							
5	A (40)		B (40)		C (40)							
6	D (40)		E (40)		F (40)							
7	A (40)		B (40)		C (40)							
8	D (40)		E (40)		F (40)							
9	A (40)		B (40)		C (40)							
10	D (40)		E (40)		F (40)							
11							A (40)	B (40)	C (40)			
12							D (40)	E (40)	F (40)			
13							A (40)	B (40)	C (40)			
14							D (40)	E (40)	F (40)			

15				A (40)	B (40)	C (40)
16				D (40)	E (40)	F (40)
17				A (60)	B (60)	
18				C (60)	D (60)	
19				E (60)	F (60)	
20						

The teaching practice sessions involve different trainees teaching different parts of the lesson. It is therefore essential that the entire lesson can still be seen as a cohesive whole rather than unrelated topics and teaching points. The students should not be inconvenienced by the fact that different trainees teach different parts of the one lesson or have their learning disrupted by it. This can be best ensured by liaising closely on what each trainee will do in their segment of the lesson and how they will do it. Trainees should plan the lesson together and avoid over-running their teaching time. Remember as well that your teaching practice group can be an excellent support group; always be ready to help and to learn from your colleagues, just as you will in staff rooms when you teach.

We ensure that trainees gain experience of teaching students of different levels (e.g. pre-intermediate and upper-intermediate). Each teaching practice group of trainees will be assigned to teach one specific level for the first half of the course and another level for the latter half of the course.

Teaching Materials

Your teaching practice group of six trainees will be given a copy of the course book that the class is using, as well as the accompanying teacher's book and audio files. Each day's teaching point will normally be based on the course book. An important part of your teaching practice is assessing the material in the course book and deciding when and how to adapt/replace it. As a result of this you will be encouraged to find other teaching material and to create your own original activities.

In the earlier teaching practice sessions your teaching practice tutor will give you plenty of guidance about what materials to use and how to exploit them in class. However, when you go on to teach your final lessons, you will be

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expected to have developed sufficient expertise to be able to decide what to teach yourself. Overall, you will be expected to teach a wide variety of different types of lessons during your teaching practice.

Preparing for Teaching

Before each Teaching Practice session, you will have a one-hour session called *Preparing for Teaching*. At this time, a tutor will be available to go through your lesson plan and materials with you if you need any help. The Preparing for Teaching sessions are for you to tie up loose ends rather than to begin your preparation. You will find that it is essential to prepare 95% of your lesson outside the hour allocated to Preparing for Teaching. The tutors will not plan trainees' lessons; they will act as consultants. As the course progresses and your teaching skills increase, you will be encouraged to prepare your lessons independently.

Feedback on Teaching

After each teaching practice session you will have an hour-long session where you will discuss the lesson, give and receive feedback on the teaching that took place. This will be conducted by your teaching practice tutor who will have been observing the lesson with the other trainees in your teaching practice group. You must briefly complete your written evaluation of your lesson to show your tutor before this feedback session begins. You should write this when you are observing the others or in the 10-minute break between teaching and feedback. The TP tutor must sign this and the CELTA 5s. During the lesson, the trainees who were not teaching, together with the teaching practice tutor, will have been making notes on the way the lesson went. In the feedback on teaching session, you will be encouraged to share your feelings about what went well in the lesson and what, in retrospect, you would have done differently. The other trainees will then be expected to make supportive and constructive comments and suggestions concerning the teaching that they have seen. The tutor will also bring up any other points that he/she feels are relevant. It is important here to remember that criticism is intended to help you develop as a teacher and is consequently about what you did, not who you are.

At the end of the *Feedback on Teaching* session the teaching practice tutor will give you a copy of the evaluative notes which he/she has made about your teaching. You should file these in your portfolio, together with your lesson plan, materials and your own self-evaluation, in order to enable you to monitor your own progress.

You will have two different tutors for your teaching practice, as you will change teaching practice classes halfway through the course when you move on to teach a different level. You may find that the course tutors will differ in their opinions, teaching methods and practices. This is because, while all our teachers may agree on basing teaching round a general communicative framework, they also have their own ideas about teaching, culled from their many years' experience. This variety of teaching experience should be seen as a strong resource, which trainees should use in order to widen the scope of their teaching.

Assessment of Written Assignments

This component consists of **four** written assignments.

Deadlines for these assignments can be found in your timetable. Any assignment which is not handed in on time may not be marked. If you are having difficulty with an assignment or need to discuss an extension, see the Main Course Tutor as soon as possible.

Assignments are internally assessed by a minimum of two tutors on the criteria above, and externally moderated by the Assessor. Assignments which do not reach the required standard may be re-submitted once only.

You are required to confirm in writing that all the assignments are your own work (see Candidate Record Booklet CELTA 5) – this does not mean that you cannot discuss assignments or help each other prepare, but any collaboration which results in the submission of substantially similar assignments is not acceptable. Cambridge ESOL takes plagiarism very seriously and if this is suspected, may withhold the CELTA certificate.

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Assignment 1: Focus on the Learner

This is a case study of a learner who you will teach/observe in the first two weeks of the course. It involves collecting data from your chosen student, identifying the learner's strengths and difficulties and finding ways to help the learner improve his or her English.

All *Focus on the Learner* assignments are graded according to the following criteria which must all be passed to gain a pass in the assignment. You will receive a breakdown of your overall grade according to the following criteria when your assignment is returned to you:

Grades	Pass: Meets requirement to be in-depth and accurate.	Fail: Does not meet requirement to be in-depth and accurate
	Awareness of how a learner's background, learning style and previous learning experience affect learning. Ability to identify the full range of language and skills needs of an individual learner.	
	Accurate use of terminology to describe language systems and skills.	
	Selection of appropriate material and/or resources to aid the language development of the learner. Rationale for using specific activities with the learner.	
	Ability to select and reference information from one or more sources.	
	Ability to use language which is clear and coherent and essentially free of mistakes in spelling, punctuation, grammar and discourse.	

Assignment 2: Focus Language Related Tasks: Form and Function

You will be given a text containing a set of example sentences, and asked to describe the language form used, the function of this particular form in the context and possible student difficulties. You will also be asked to produce timelines/visuals and/or concept questions which could be used to clarify the meaning for students. You are encouraged to use reference material to research this assignment.

All *Language Related Tasks* assignments are graded according to the following criteria which must all be passed to gain a pass in the assignment. You will receive a breakdown of your overall grade according to the following criteria when your assignment is returned to you:

Grades	Pass: Meets requirement to be in-depth and accurate.	Fail: Does not meet requirement to be in-depth and accurate
	Ability to accurately analyse selected language for teaching purposes.	
	Command of basic terminology to describe language form, function and phonology.	
	Ability to identify features of language significant to its teaching and to design basic classroom focus questions to highlight the identified features for learners.	
	Ability to identify an appropriate context through which to clarify the language.	
	Ability to select and reference information from one or more sources.	
	Ability to use language which is clear and coherent and essentially free of mistakes in spelling, punctuation, grammar and discourse.	

Assignment 3: Language Skills

This assignment focuses on designing activities to help improve your class's skills needs. With this in mind, you must choose a text that you would use to develop and practise their receptive (listening and reading) and productive (writing and speaking) skills.

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All *Language Skills* assignments are graded according to the following criteria which must all be passed to gain a pass in the assignment. You will receive a breakdown of your overall grade according to the following criteria when your assignment is returned to you:

Grades	Pass: Meets requirement to be in-depth and accurate.	Fail: Does not meet requirement to be in-depth and accurate
	Accurate use of terminology to describe language skills and sub-skills.	
	Selection of appropriate material and/or resources to aid a learner's language development.	
	Provision of a rationale for using specific activities with a learner. Relation of task design to language skills practice.	
	Ability to select and reference information from one or more sources.	
	Ability to use language which is clear and coherent and essentially free of mistakes in spelling, punctuation, grammar and discourse.	

Assignment 4: Lessons from the Classroom: The Teaching Journal

You are asked to write a reflection on what you feel you have learned from your own teaching and from lesson observations, where your strengths lie and in which areas of teaching you feel you would still like to develop your skills.

All *Lessons from the Classroom* assignments are graded according to the following criteria which must all be passed to gain a pass in the assignment. You will receive a breakdown of your overall grade according to the following criteria when your assignment is returned to you:

Grades	Pass: Meets requirement to be in-depth and accurate.	Fail: Does not meet requirement to be in-depth and accurate
	Ability to reflect on your own and peers' teaching, to identify strengths and weaknesses and to respond to this analysis.	
	Ability to set goals and targets for future development.	
	Description of how you intend to develop your knowledge and skills after the course.	
	Ability to use language which is clear and coherent and essentially free of mistakes in spelling, punctuation, grammar and discourse.	

Your Assessment File / Portfolio

You will need to maintain your own file and ensure it is up-to-date as it may be called for inspection at any time. It will also be handed in at the end of the course for the final assessment, so please keep photocopies of everything you may want as you will not be allowed to keep it after the course has finished. Please note that if you lose your portfolio or key sections from it, you may fail the course, as you cannot be assessed.

The portfolio should include:

Section A

Your completed record booklet (CELTA 5), including:

- Your attendance
- Records of the classes you have observed
- Length and level of teaching practice
- The focus of each of your teaching practice sessions
- The grade of each of your teaching practice sessions
- Tutorial records
- Progress records
- Feedback and marks for the written assignments

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Section B

Records of your own teaching practice, in reverse chronological order and including:

- Your lesson plans
- Materials used
- Your TP tutor's feedback on your teaching
- Your self-evaluation of your teaching

Section C

If you have needed to re-submit your written assignments, the original and the re-submitted assignments must both be included in your portfolio.

Observations

You will observe 6 hours of lessons given by qualified teachers at various levels. 2 hours will be given on Day one by the course tutors, one hour will be scheduled with an experienced teacher on another Anglo-American language course and three hours will be on video. This will help you to see ideas and techniques discussed in input and teaching practice feedback put into practice.

You should fill in the appropriate Observation Form while you observe. These will allow you to focus on certain aspects of the lesson, for example the teacher (Observation Form 1), the lesson (Observation Form 2), the learners (Observation Form 3) and the language (Observation Form 4).

Please ensure that you are seated in the classroom at least 5 minutes before the start of the lesson. In addition, we would appreciate it if you would refrain from eating, reading, talking or otherwise distracting the teacher you are observing.

Tutorials

You should always feel free to discuss any problems you are having with your tutors or Centre Administrator. However, there will also be two tutorial sessions scheduled in the timetable. For the first tutorial you will see the Academic Administrator in groups and discuss any shared questions or comments. The mid-course tutorial will be an opportunity to discuss your progress with your Main Course Tutor individually. At this stage, the Main course tutor will inform any candidates who are borderline or failing that this is the case and outline what must be done in order to pass the course. You should note, however, that candidates who do not receive such a warning are not guaranteed to pass the course.

Facilities at The Anglo-American Centre

Materials

During the course, you will be encouraged to make use of our comprehensive collection of up-to-date teaching resource materials. We have a variety of publications for reference and loan. All course books, CDs and worksheets which are borrowed must be signed out by a member of the library staff. Please do not remove reference books, even for a short time, as they are needed by our teachers and by trainees on your own course, as well as on other courses.

Photocopying

All trainees have access to photocopy facilities and can make a maximum of 400 copies free of charge. Further copies can be made for a small fee.

Internet and Computer Access

A dedicated computer with internet access and printing facilities is available for trainees to prepare lesson materials and assignments.

Study Areas

You may use the Trainees Base in Room 7 and Room 8 in which to prepare your lessons. Every trainee will be provided with a locker to store personal belongings.

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Dress Code

Please note that, although dress code is 'casual' at Anglo-American Centre, we do expect you to be reasonably smart.

Post-Course Counselling

We encourage trainees to keep in touch with us after they have finished their course. Please make an appointment with the Centre Administrator if you would like to discuss job-hunting strategies and any other aspects of your new career.

References

We will be happy to provide references for any teaching post which you apply for. You may use the Centre Administrator's name without asking permission each time.