

The International Study Centre
Chester Campus
Eaton Road
Handbridge
Chester
CH4 7ER

Tel: 01244 670568

Dear Applicant

CELTA APPLICATION

Thank you for your interest in our CELTA course. The next available course runs from 28.9.09 to 13.11.09. It runs every day from 9am – 6pm approximately. The cost is £950. This includes all materials and assessment.

Please complete the attached application form and pre-interview task fully. You may use reference materials to help you. Please return electronically to carol.weaver@west-cheshire.ac.uk or send by post to the above address.

The application form and pre-course task will help us decide if we would like to invite you for interview.

When you submit your application form we will be looking for the following:-

- 1) your qualifications
- 2) the ability to spell correctly
- 3) the ability to write coherently in an appropriate register
- 4) an awareness of how languages work
- 5) the ability to analyse language
- 6) a basic awareness of what an ESOL lesson should contain

If your application meets the above criteria, you will be invited for interview.

Yours faithfully

CAROLINE WEAVER

Head of Teacher Training

GENERAL COURSE INFORMATION

What is CELTA?

CELTA is the Certificate in English Language Teaching to Adults administered by the University of Cambridge Local Examinations Syndicate (UCLES)

Is the CELTA a recognised qualification?

It is widely recognised throughout the world as an initial qualification for English language teaching for adults internationally.

What qualifications are required to do the course?

Candidates must have a standard of education which would allow entry to Higher Education in their country. Many candidates are university graduates or qualified teachers.

Is there an age limit?

Yes. You must be at least 20 years old by the date of the start of the course.

Do I need to have taught before in order to do the course?

No. Many people have done some teaching before, but essentially the CELTA course is designed as a pre-service course for people with no previous teaching experience.

Can I do the course if my first language is not English?

Yes. However, all applicants must have an awareness of language and a competence in written and spoken English that both enables them to follow the course and to teach the language proficiently.

Do I need to be able to speak a foreign language?

No, although you need to demonstrate a reasonable level of language awareness in the Language Awareness Task and at interview.

How long does the course take?

The course lasts for 5 weeks full-time.

How many people will be in the course?

There will be a maximum of 12 people.

GENERAL COURSE OUTLINE

Language

- basic concepts and terminology related to the English language system
- basic concepts and terminology related to the 4 skills of reading, writing, listening and speaking.
- essential issues involved in syllabus design
- insight into the similarities and differences between languages and the implications of this for the student
- access to and information about commercially produced reference materials for developing language awareness in both yourself and the student

Planning for teaching

- principles underlying the planning of lessons and learning programmes
- practical considerations of planning lessons and learning programmes
- selection and evaluation of teaching materials and resources
- selection and evaluation of appropriate exercise types, activity types and tasks
- evaluation of your own lesson preparation

Classroom management

- classroom organisation
- presence and control in the classroom
- teaching and learning language
- monitoring and evaluation of adult learnings
- evaluation of classroom management and teaching skills

Resources and materials

- use of and access to a range of commercially produced resources and materials for TESOL / TEFL
- considerations and guidance in producing non-published resources and materials
- selection and evaluation of resources and materials for teaching, testing and for reference
- considerations and guidance in adapting materials to meet the needs of specific students

The learner

- insight into the adult learner's educational background and tradition
- insight into the adult's motivation for learning English
- different learning and teaching styles at adult level

Professional development

- self assessment

Throughout the course you will be encouraged to assess your own performance, to understand your strengths and weaknesses and how to develop those weaknesses and build on those strengths

- working in context

You will be made aware of what it is to be a teacher, colleague and employee within an ESOL / EFL context

- future development

You will be made aware of support systems, professional publications and more advanced courses to aid you in your future development

ASSESSMENT

Assessment is continuous and there is no final examination.

There are 3 components of assessment:

- 1 - teaching practice
- 2 - written assignments
- 3 - professional development

1. Assessment of teaching practice

You will be required to teach for a total of 6 hours. This does not mean that you will teach for 6 separate 1 hour sessions. At the beginning of the course you will be required to teach for short sessions only (eg. 20 mins, 40 mins). However you will teach at least 2 classes of 1 hour.

2. Assessment of written assignments

Over the course you will be required to produce 4 written assignments which should not be less than a total of 3,000 words.

These assignments are internally assessed and externally moderated.

3. Assessment of professional development

Specific tasks for assignments will not be set to focus on this area but the written and practical assignments will be designed to highlight your development as a professional and this will be taken into account in your final grading.

4. Grading

Pass (Grade A)

Pass (Grade B)

Pass

CELTA COURSE - PRE-INTERVIEW TASK

Please write the answers to this task on separate paper and return them with your application form to the International Study Centre, West Cheshire College, Eaton Road, Handbridge, Chester CH4 7ER. Bring the question sheet with you if you are invited to interview.

Section One Language Awareness

- 1 Explain the difference in meaning between each of the following pairs of sentences (this does not have to be a grammatical explanation).
 - a) My sister is writing a letter
My sister writes letters
 - b) In the end he needn't have gone to the station
In the end he didn't need to go to the station
 - c) The students who studied hard passed their exams
The students, who studied hard, passed their exams
 - d) He left when I arrived
He was leaving when I arrived
 - e) Did you speak to the foreman this morning?
Have you spoken to the foreman this morning?
 - f) You should try taking these pills
You should try to take these pills
 - g) He is used to eating eggs for his breakfast
He used to eat eggs for his breakfast

- 2 Give examples for each of the tenses named below, some are given to help you.
 - a) Simple Present - *She works in London.*
 - b) Present Continuous - *They are camping in Spain just now.*
 - c) Present Perfect -
 - d) Present Perfect Continuous -
 - e) Past Simple -
 - f) Past Continuous -
 - g) Past Perfect -
 - h) Past Perfect Continuous -

- 3 Each of the following sentences expresses a different function. State what function is being expressed in each case. (*Examples of functions are Making Requests, Giving Instructions, Expressing Gratitude*).
 - a) You really must come and see us next time you're in town.
 - b) I must stop biting my nails!
 - c) She must be George's sister.

- d) You must see the new film at the Odeon.
- e) New arrivals must report to immigration control.

- 4 Each of the above uses the modal verb *must*. Another modal verb is *might*. Write five other examples of modal verbs.
- 5 Write five different sentences which express the function *Making Requests*.

Section Two Pronunciation

- 6 Say each of the following sentences with the strongest emphasis on the underlined word. For each sentence write what you think might have been said before it to prompt that particular stress.
- a) Mr Edwards is living in Leeds.
 - b) Mr Edwards is living in Leeds.
 - c) Mr Edwards is living in Leeds.

 - d) I was writing my homework all night!
 - e) I was writing my homework all night!
 - f) I was writing my homework all night!
- 7 The list below contains five pairs of words with the same vowel sound. Match the pairs.
- lick wash warm hot calm shore seat leek ship heart

Section Three Classroom Practice

- 8 Outline what you would expect to teach a class of complete beginners in the first 40 minute lesson of their English language course.
- 9 How might you teach the following words?
(Please outline how for each word individually).
- whale hop upset bigger royal
- 10 Describe an activity which will help students to practise asking about other people's likes and dislikes.

Section Four Aims and Objectives

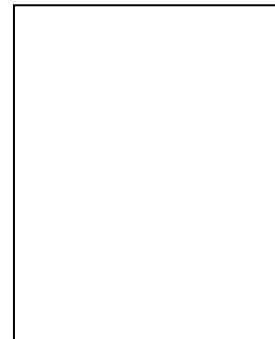
Using the following questions as a guide, write a couple of paragraphs outlining your expectations in connection with the course.

- 1) Why do you want to teach EFLA?
- 2) What are your long-term career plans?
- 3) Apart from the qualification - what do you want to get out of the course?
- 4) From any previous experience you have, do you believe you are suited to teaching?
- 5) Are you fully prepared for a very intensive course, which will not leave you time for other commitments, and which is likely to put you under pressure for at least a proportion of the time?
- 6) What questions do you want answering before you decide to go on this course?

Application for entry on course leading to the
Certificate in English Language Teaching to Adults

SECTION 1 - Personal Details

Photograph



Surname

First Name(s)

Home Address

.....

.....

Post Code

Home telephone no.....

Date of birth

Work telephone no

e.mail address

Mother tongue

Nationality

Present Occupation

Type of course applying for (please circle) Full-time / Part-time

Dates of course applying for

Will you need help finding accommodation in Chester? (please circle) Yes/No

Where did you hear about West Cheshire College's CELTA course?

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Knowledge of other languages

Language

Level

Qualification

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When are you available for interview?

For office use only		
Date App Rec'd	Result	Interview Date
Result	Acceptance Slip Rec'd	Pre-Course Task sent

Section 2 - Education and Qualifications

School

Name	Qualifications and Grades	Dates

College/University

Name of Awarding Body/ Institution	Awards and Grades	Dates

Section 3 - Experience in Teaching ESOL / EFL

Position	Employer	Responsibilities	Dates from/to

Section 4 - Employment History (in brief)

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Section 5 - Other Relevant Experience

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Section 6 - References

Please give the names and addresses to whom references may be made. This may be a college tutor/employer/person of standing in the community.

Name.....	Name
Position.....	Position
Address	Address
.....
.....
Post Code.....	Post Code
Tel No.....	Tel No