

Welcome to the Oxford House College 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 3 different levels
- 6 hours of classroom observation of experienced teachers, 2 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 Academic 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.

Course Staff

Academic Administrator: The Academic Administrator will be your main input session tutor and has overall responsibility for the general administrative running of your course. They will also be available to help with any academic difficulties or practical problems you may have with the course.

Input Tutors: Other members of our teacher training team will also be providing input sessions on your course. This allows us to ensure that you are exposed to the greatest possible variety of ideas and teaching techniques.

Teaching Practice Tutors: Each small group of trainees will have its own personal Teaching Practice Tutor. 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.

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.

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 Academic 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.

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;			

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 5 or 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 15.30 to 17.10 on the full-time course and 18.30 to 20.00 on the part-time course.

Overseas courses may have different arrangements for Teaching Practice which will be explained by the Academic Administrator.

FULL-TIME COURSES:

Teaching practice groups of five:

Starting Level	Level: Pre-Intermediate (Rm304) Book: New Headway	Level: Intermediate (Rm307) Book: Face 2 Face	Level: Upper Int (Rm 306) Book: Inside Out
1.	Observe tutor and meet students	Observe tutor and meet students	Observe tutor and meet students
2.	C D E A B (5 x 20 mins)	C D E A B (5 x 20 mins)	C D E A B (5 x 20 mins)
3.	A B C (30, 30, 40 mins)	A B C (30, 30, 40 mins)	A B C (30, 30, 40 mins)
4.	D E A (30, 30, 40 mins)	D E A (30, 30, 40 mins)	D E A (30, 30, 40 mins)
5.	B C D (30, 30, 40 mins)	B C D (30, 30, 40 mins)	B C D (30, 30, 40 mins)
6.	E A B (30, 30, 40 mins)	E A B (30, 30, 40 mins)	E A B (30, 30, 40 mins)
7.	C D E (30, 30, 40 mins)	C D E (30, 30, 40 mins)	C D E (30, 30, 40 mins)
Level Change	Level: Upper Int (Rm306) Book: Inside Out	Level: Pre-Intermediate (Rm304) Book: New Headway	Level: Intermediate (Rm307) Book: Face 2 Face
8.	B C A D E (5 x 20 mins)	B C A D E (5 x 20 mins)	B C A D E (5 x 20 mins)
9.	A B C (3 x 40 mins)	A B C (3 x 40 mins)	A B C (3 x 40 mins)
10.	D E (2 x 40 mins)	D E (3 x 40 mins)	D E (2 x 40 mins)
11.	C A B (3 x 40 mins)	C A B (3 x 40 mins)	C A B (3 x 40 mins)
12.	E D (2 x 40 mins)	E D (2 x 40 mins)	E D (2 x 40 mins)
Level Change	Level: Intermediate (Rm307) Book: Face 2 Face	Level: Upper Int (Rm 306) Book: Inside out	Level: Pre-Intermediate (Rm304) Book: New Headway
13.	C B D E A (5 x 20 mins)	C B D E A (5 x 20 mins)	C B D E A (5 x 20 mins)
14.	UNASSESSED	UNASSESSED	UNASSESSED
15.	A B (2 x 60 mins)	A B (2 x 60 mins)	A B (2 x 60 mins)
15.	C D (2 x 60 mins)	C D (2 x 60 mins)	C D (2 x 60 mins)
16.	E A (2 x 60 mins)	E A (2 x 60 mins)	E A (2 x 60 mins)
17.	B C (2 x 60 mins)	B C (2 x 60 mins)	B C (2 x 60 mins)
18.	D E (2 x 60 mins)	D E (2 x 60 mins)	D E (2 x 60 mins)

New Class	0.00-0.15	0.15-0.30	0.30-0.45	0.45-1.00	1.00-1.15	1.15-1.30
1.	Trainee A	Trainee B	Trainee C	Trainee D	Trainee E	Trainee F
	0.00-0.30		0.30-1.00		1.00-1.30	
2.	Trainee B		Trainee C		Trainee A	
3.	Trainee E		Trainee F		Trainee D	
4.	Trainee C		Trainee A		Trainee B	
5.	Trainee F		Trainee D		Trainee E	
6.	Trainee A		Trainee B		Trainee C	
7.	Trainee D		Trainee E		Trainee F	
8.	Trainee B		Trainee C		Trainee A	
9.	Trainee E		Trainee F		Trainee D	
	0.00-0.45			0.45-1.30		
10.	Trainee A			Trainee B		
11.	Trainee C			Trainee D		
12.	Trainee E			Trainee F		
New Class						
13.	Unassessed group teaching					
	0.00-0.30		0.30-1.00		1.00-1.30	
14.	Trainee C		Trainee A		Trainee B	
15.	Trainee F		Trainee D		Trainee E	
16.	Trainee A		Trainee B		Trainee C	
17.	Trainee D		Trainee E		Trainee F	
	0.00-1.00			1.00-2.00		
18.	Trainee A			Trainee B		
19.	Trainee C			Trainee D		
20.	Trainee E			Trainee F		
21.	Trainee A			Trainee B		
22.	Trainee C			Trainee D		
23.	Trainee E			Trainee F		

PART-TIME COURSES:
Teaching practice groups of six:

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. elementary, pre-intermediate, intermediate or upper-intermediate). At least one of your classes will be at intermediate or below, and at least one at intermediate or above, to give you as wide a range of experience as possible. 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.

The 6 levels used in the College for General English are as follows:

General English Level 1: Beginners

By the end of this level, students can use a few everyday words and phrases and recognise some public notices and signs. They can exchange appropriate greetings and courtesies, give personal information, identify and describe things at a basic level and respond to simple commands and requests.

They can answer questions such as:

- *What's your name?*
- *Where do you come from?*
- *What is this?* (for example when indicating a pen)

Reading: Students' comprehension is limited to basic messages or heavy reliance on a bilingual dictionary. Texts will be read slowly at sentence level and there will be no ability to compensate for errors.

Writing: At this level students can manage a few simple sentences but the message will not be effectively expressed. The punctuation and layout are likely to be unhelpful to the reader and spelling errors, coupled with inaccuracies, will make the topic difficult to discern.

Listening: Basic or predicted messages can be extracted but with a dependence on repetition and rephrasing. The student will be dependent on a sympathetic speaker speaking slowly and clearly.

Speaking: Simple speech situations are handled with little confidence and competence. Language inaccuracies and pronunciation problems make spoken communication difficult.

Comments: A lot of patience and clarity is required on the part of the teacher at this level. Not only is it especially important to be clear in giving and checking instructions but familiarity with classroom terms like *'in pairs'* cannot be assumed. A slow pace is needed, with plenty of consolidation – avoid overloading students with vocabulary and check understanding very carefully. Go for high frequency vocabulary and basic topics such as furniture, clothes etc. Lots of visuals, gesture and mime, realia and songs are all ideal for Level One. To conclude, if you have a class of students at this level, they do not yet have sufficient language to cope with day-to-day communication.

General English Level 2: Elementary

By the end of this level, students can use a narrow range of language and communication is possible with assistance. They can give short answers to questions and requests, respond to simple instructions and take part in conversations by way of short learned phrases.

They can answer questions such as:

- *What do you do?*
- *Where are you living in London?*
- *What did you do yesterday?*
- *What do you like doing in your free time?*

Reading: Students can understand the gist of the message in basic texts but with difficulty in assessing the significance of some information. Reading speed is slow with a constant need to refer to a dictionary.

Writing: Students can produce a string of sentences related to the required message. Punctuation will often be omitted and there will be frequent inaccuracies and inappropriacies, which will make comprehension difficult.

Listening: Students can understand the gist of simple messages but with difficulty in assessing the significance of some information. Their ability to handle speech at normal speed will be extremely limited with a constant need for repetition.

Speaking: Students can convey basic messages but communication is likely to break down due to language constraints. They are restricted to handling little more than basic facts. Hesitations coupled with pronunciation, vocabulary and grammar limitations will cause frequent problems.

Comments: Thorough work on pronunciation and plenty of clarification are essential at this level. Material which helps students apply what they know in different situations and begin to feel confident about their progress will be particularly helpful. To conclude, if you have a class which has reached this level, they will probably just about be able to cope as tourists in an English-speaking country.

General English Level 3: Pre-Intermediate

By the end of this level, students should be able to use a limited range of language adequate for short communication and practical needs. Problems are likely to cause frequent breakdowns in communication but the message can be recovered with repetition and assistance.

They can answer questions such as:

- *What were you doing in your home country before you came here?*
- *Have you been to England before?*
- *What were your first impressions of London?*

Reading: Students can handle simple texts competently and confidently. They can generally understand the essential points of the message but with loss of detail and subtlety. Their reading speed and flexibility will be restricted by a need to refer to a dictionary or re-read.

Writing: Students can produce simple texts like letters to friends but the message will be conveyed basically and without subtlety. Text organisation is still likely to be rather haphazard and sometimes incoherent. The language will show little variety and frequent inaccuracies.

Listening: Students can only extract the essential points of the message with frequent repetition and rephrasing. Their ability to handle speech at normal speed will be limited.

Speaking: Students at this level can use descriptive statements and express opinions. There are likely to be frequent hesitations and errors. Language limitations impede intelligibility and a heavy accent is likely.

Comments: This is an appropriate level at which to clarify the distinctions between basic verb forms and to compensate for overuse or misuse. Development of vocabulary beyond words of very high frequency can also start. Communication is more effective at this level and there is more opportunity for peer-correction. To conclude, if you have a class of students who have reached this stage, they should be able to have conversations at a basic level on topics such as holidays, food, hobbies, shopping and jobs.

General English Level 4: Intermediate

By the end of this level, students should be able to use a basic range of language sufficient for familiar situations. However, prolonged communication is restricted.

They can answer questions such as:

- Have you done any sightseeing since you arrived?
- Which places would you most like to visit in England?
- If I wanted to go to your country for a holiday, what advice would you give me?

Reading: Level 4 students can understand the major points of the message when confronted with moderate-level texts but with frequent loss of detail or subtlety. They are likely to experience some problems with organisation and style of texts and will frequently need to refer to a dictionary. Their reading speed of straightforward texts will be good.

Writing: The message is broadly conveyed in moderate-level texts but with little subtlety. There are likely to be fairly frequent errors and inaccuracies and the reader will have to backtrack on occasion to clarify the thread of the topic.

Listening: Students can extract the major points of the message but with frequent loss of detail or subtlety. There will probably be a frequent need for repetition and rephrasing in addition to some problems with organisation and style of texts. They can handle straightforward conversations delivered at normal speed when listening with full attention.

Speaking: Students can actively influence the direction of conversation on familiar topics. However, initiating and sustaining conversation will by no means be easy for students at this level and repetition and clarification will often be required. There will be fairly frequent errors in accuracy and the student will often need to search for words or use circumlocutions. An accent will be obvious and likely to impair communication at times.

Comments: To conclude, learners at this level will probably have enough English to get by when dealing with everyday situations. However, they will have problems when faced with the unfamiliar.

General English Level 5: Upper-Intermediate

By the end of this level, students should have no difficulty in living in an English-speaking environment. They can use the language competently in familiar situations but with noticeable problems. Communication is usually effective.

They can answer questions such as:

- What have you found it difficult to get used to in London?

- If you hadn't come to England to study, what would you have done?

Reading: Students can handle most texts confidently and competently but will have problems with higher-level texts. They can understand most of the message but with some loss of detail and they will need to refer a dictionary. They should be able to use a monolingual dictionary with competence. They can handle a reasonable range of language with good reading speed.

Writing: The message can be adequately conveyed at this level. Although language limitations impede fully effective performance, basic ideas can be expressed with clarity. Lapses in flow, organisation and cohesion are likely. Punctuation and layout should be basically helpful. However, there will be errors in accuracy and appropriacy. They should be aware of formal and informal styles.

Listening: Students should be able to extract most of the message but with some loss of detail or subtlety. Some need for repetition and rephrasing is likely although they can adequately handle organisation and style of texts. They can handle a reasonable range of language and usually understand speech at normal speed.

Speaking: Students can initiate and sustain conversation but there will be noticeable hesitations and reformulation. The message is adequately conveyed but there will be some restrictions because of language limitations. An accent rarely affects communication.

Comments: To conclude, students who have reached this level are ready to tackle topics of a more specialised nature as they have mastered dealing with everyday situations.

General English Level 6: Advanced

By the end of this level, students should have no difficulty living or working in an English-speaking environment. They can use the language effectively in most situations with few problems. Communication is effective and consistent, with few hesitations and uncertainties. They can deal with language which features colloquialisms and idioms.

Reading: Advanced students can handle a wide variety of texts with confidence and competence. They will understand the majority of the message with only minor loss of detail and with little need to refer to a dictionary. Although reading speed is good, it is somewhat lower than in the mother tongue.

Writing: The message will be clearly conveyed. The text will be accurately presented and clearly organised. The style will be appropriate to the task and the layout and punctuation helpful. They can use a wide language repertoire, with only occasional lapses.

Listening: Students can extract most of the message but with only minor loss of detail or subtlety and occasional need for repetition and rephrasing. There will be few uncertainties about organisation and style of texts. They can understand speech at normal speed, but less flexibly than in their own language.

Speaking: The message is clearly conveyed and appropriately. The speech occasionally has some lapses of appropriacy and linguistic uncertainty but it will be clearly organised. Their speech will be influenced by their own language but this in no way affects communication.

Comments: If you have a class of students who have reached this level they can be exposed to authentic materials with no concessions to the fact that they are not native speakers.

Teaching Materials

Your teaching practice group of five or 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 course cassette. 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

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 three 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 Academic Administrator 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.

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.

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

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 - 8 hours of lessons given by qualified teachers at various levels (either 'live' or on video), helping 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 Academic 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 Academic Administrator individually. At this stage, the Academic Administrator 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.

College Facilities

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, tapes 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

Space in the library is limited. Bags may not be taken into the Teachers' Reference section of the library.

Dress Code

Please note that, although dress code is 'casual' at Oxford House College, 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 Director of Studies 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 Principal's name without asking permission each time. Please note that the reference will be in the form of your end-of-course report.

The Oxford House Club

As a current or former trainee of the College, you are automatically a member of the Oxford House Club. We have guest speakers from the world of ELT on a regular basis. Sessions are in the evening and are a great opportunity to keep up-to-date with the latest thinking, to think about your own teaching and to meet other ELT professionals for free! Email tlondon@oxfordhousegroup.com for a copy of the programme.