

**UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS
CERTIFICATE IN ENGLISH LANGUAGE TEACHING TO ADULTS (CELTA)
COURSE REQUIREMENTS AND ASSESSMENT**

Requirements

Candidates are required to attend the whole course and to:

- practice teach classes of the relevant age group and size for a total of six hours
- observe experienced ELT teachers teaching adult classes for a total of six hours
- maintain and submit a portfolio of all course work including all written assignments, lesson plans and materials related to teaching practice

Arrangements can, at the discretion of the Course Director, be made to reschedule TP or observations for candidates absent through illness or unexpected family commitments. However, under no circumstances can a candidate missing more than 20% of the course or with incomplete assignments be eligible to enter for the award.

Mode of Assessment

The assessment is continuous and integrated, meaning that:

- assessment takes place throughout the course
- each assessed component contributes to the overall grade
- candidates are informed of their progress through oral and written feedback throughout the course

Certificates

Certificates will be awarded to candidates who meet course requirements and whose performance meets the criteria in all three assessment components (except where dishonesty or plagiarism is detected). An outside assessor validates the results. Grades are as follows:

Pass:

This 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 in post.

Pass B:

This 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 the demonstration of the criteria for teaching skills and professionalism. They will continue to need some guidance to help them to develop and broaden their range of skills in post.

Pass A:

This 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 achievement and a level of awareness significantly higher than that required to meet pass-level criteria in relation to planning for effective teaching and teaching skills and professionalism. They will benefit from further guidance in post but will be able to work independently.

Candidates who fail to meet criteria in any or all assessed components will be awarded a Fail.

The Components of Assessment**Component 1: Teaching Practice:**

In this component candidates are required to practice teach for a total of six assessed hours, working with adult learners at a minimum of two levels in classes of the required size. By the end of the six hours Teaching Practice, successful candidates at pass level should show that they can:

Prepare and plan for the effective teaching of adult ESOL learners by:

Identifying and stating aims/outcomes for individual lessons

- ordering activities so that they achieve lesson aims/outcomes
- selecting, adapting or designing materials, activities and resources and technical aids appropriate for the lesson
- presenting materials for classroom use with a professional appearance and with regard to copyright requirements
- describing the procedure of the lesson in sufficient detail
- including interaction patterns appropriate for the materials and activities used in the lesson
- ensuring balance, variety and a communicative focus in materials, tasks and activities
- allocating appropriate timing for different stages in the lesson
- analysing language with attention to form, meaning and phonology and using correct terminology
- anticipating potential difficulties with language, materials and learners
- suggesting solutions to anticipated problems
- using terminology that relates to language skills and sub-skills correctly
- working constructively with colleagues in the planning of teaching practice sessions
- reflecting on and evaluating their plans in the light of the learning process and suggesting improvements for future plans

Demonstrate professional competence as teachers by:

- of the needs and interests of the learner group
- teaching a class with an awareness of learning styles and cultural factors that may affect learning
- acknowledging, when necessary, learner's backgrounds and previous learning experiences
- establishing good rapport with learners and ensuring they are fully involved in learning activities
- adjusting their own use of language in the classroom according to the learner group and the context

- identifying errors and sensitively correcting students' oral and written language
- providing clear contexts and a communicative focus for language
- providing accurate and appropriate models of oral and written language in the classroom
- focusing on appropriate specific language and /or skills
- focusing on language items in the classroom by clarifying relevant aspects of meaning and form (including phonology) for learners to an appropriate degree of depth
- showing an awareness of differences in register
- providing appropriate practice of language items
- helping learners to understand reading and listening texts
- helping learners to develop oral fluency
- helping learners to develop writing skills
- arranging the physical features of the classroom appropriately for teaching and learning, bearing in mind safety regulations of the institution
- setting up whole class and/or group or individual activities appropriate to the lesson type
- selecting appropriate teaching techniques in relation to the content of the lesson
- managing the learning process in such a way that the lesson aims are achieved
- making use of materials, resources and technical aids in such a way that they enhance learning
- using appropriate means to make instructions for tasks and activities clear to learners
- using a range of questions effectively for the purposes of elicitation and checking of understanding
- providing learners with appropriate feedback on tasks and activities
- maintaining an appropriate learning pace in relation to materials, tasks and activities
- monitoring learners appropriately in relation to the task or activity
- beginning and finishing lessons on time and, if necessary, making any relevant regulations pertaining to the teaching institution clear to learners
- maintaining accurate and up-to-date records in their portfolio
- noting their own teaching strengths and weaknesses in different teaching situations in light of feedback from learners, teachers and teacher educators
- participating and responding to feedback

Component 2: Written Assignments:

This component consists of four written assignments:

- Focus on aspects of the language system of English
- Reflection on classroom teaching and identification
- of personal strengths and development needs
- Focus on adult learners and learning contexts
- Focus on the language skills of English

Candidates who fail a single written assignment are not eligible for a Pass A.
Candidates who fail more than one assignment are not eligible for a Pass.

www.celta.curtin.edu.au