**IH CELTA**

 **Course Description and Application**

**Note that this is a description of our fully online CELTA course, fully approved and validated by Cambridge English. In terms of content, course structure and daily schedule, the online CELTA differs very little from the face-to-face format, only that the training and teaching take place online.**

***Course Structure***

The CELTA course consists of the following components:

* *Teaching Practice & Feedback*
* *Assisted Lesson Planning*

# *Synchronous and Asynchronous Input Sessions*

* *Observations*
* *Written Work*
* *Tutorials*

On the full-time course, Teaching Practice (TP) is usually in the morning from 9.00, while input is in the afternoon, finishing at around 17.30; note that on some fulltime courses, TP is in the evening. The course meets 5 days a week for four weeks and it takes up all of your time as there is considerable work to do outside of the contact time.

The part-time course meets on Tuesdays, Thursdays and Fridays from 9.30 to 14:00. Two of these mornings are for TP, the other for input. Please note that although there are only 12 hours a week contact time, you can expect to spend additional time on course work outside of those hours.

The online course is synchronous, i.e. the sessions are live, and 100% attendance is required.

We use two main tools to run our online course:

* Zoom: this is used as the basis for synchronous elements of the course such as TP, feedback, input, tutorials and assisted lesson planning;
* Google Classroom: this is where you tutors will keep you up-to-date, where your portfolios are stored, and where you can access key documents such as assignments, timetables and handouts.

It is essential that you have a good quality, reliable internet connection, as well as a headset / fully functioning microphone. You also need a laptop or a desktop computer (i.e. not a tablet) so that screen-sharing and other features are fully functional.

***Teaching Practice***

This is the most important element of the course. Trainees are put into TP groups of 5 or 6 at the start of the course. Every trainee teaches regularly, normally in 45-minute slots, with three trainees teaching on any one day; your students are adults (age minimum is 16). After TP there is a FEEDBACK session with your peers and your tutor. Because part of the aim of the course is to help trainees develop a clear and constructive perspective on their teaching, trainees are expected to comment on their own and others' teaching in feedback.

Since the teaching practice takes place via Zoom, you will be sitting in front of your computer, as will all the other participants, and the group of practice lesson students, your fellow TP group members and your trainer will all be visible. At the beginning of the course, we will train you in using Zoom and its many features (for example Breakout Rooms) to execute your lessons—a skill that is likely to come in handy for teaching you do after the course!

***Input Sessions***

These sessions are highly practical, covering approaches, techniques and language analysis. They are directly related to TP and trainees are expected to incorporate these elements into their own teaching. These too take place via Zoom, and this gives the added value of seeing how a trainer uses the platform to manage a group.

***Observation***

Trainees observe experienced teachers. This will include the trainers teaching the practice lesson students for all or part of a day’s TP session at the beginning of the course.

***Tutorials***

There are up to three tutorials during the course, when trainees meet with one of the tutors individually, via Zoom. The aim of these is to discuss progress, issues, etc. Tutors are available to discuss any problems at whatever stage of the course. Assistance with TP preparation – assisted lesson planning, or ALP for short - is also provided, although, as the course progresses, trainees are expected to become more independent when planning their lessons.

***Written Work***

There are four longer assignments on the course, for example a case study on a student or a group of students and their language problems, and an analysis of a variety of language items for teaching purposes. Please note that the assignments will require extra time above the course hours. It is common for trainees to spend a good portion of the weekend completing assignments.

***Grading and Assessment***

You are assessed and graded on the following areas:

* TP (planning and teaching)
* Written work
* Self-awareness
* Professionalism - this includes reliability, self-awareness, receptivity, punctuality and being a good colleague

After successfully completing the course, trainees receive a certificate that records the final grade that is awarded. Successful grades that can be attained are PASS, PASS B and PASS A; a majority of trainees complete the course with a PASS. Note that while extremely rare, it is possible to fail this course. A ‘FAIL’ grade is awarded to candidates who have not met the criteria by the end of the course.

Note that the certificate awarded by Cambridge for the online CELTA is exactly the same as the one awarded for doing the CELTA face-to-face. Meanwhile it is a Cambridge requirement that the end-of-course report, which summarizes your performance on the CELTA, specifies the format in which the course was done.

***Finding work***

There is an input session on the course that specifically addresses finding and keeping a job in ELT (English language teaching). Information is given on the local teaching context, local schools, the best websites to consult when looking for work internationally, considerations when preparing for an interview and so on. The tutors will act as referees for you in your search for work after the course.

***Stress Factor***

The CELTA course is demanding and some find it stressful. If you are susceptible to stress then these courses may not be ideal, particularly the full-time course. If you are currently undergoing a difficult psychological period, then do not contemplate doing this programme. It is essential to be realistic about your own capacities prior to the start of the course. Preparation, liaising and written work are demanding and are in addition to the course hours.

***Acceptance and Payment***

You need to complete the application form and if these are satisfactory, you will be invited in for an interview. If your interview is successful, and you would like to reserve your place, then it is necessary to pay a deposit immediately.

If you have any questions, please contact us directly:

Phone/WhatsApp/Viber: +36301011632

Phone: +3612124010

E-mail: ttraining@ih.hu **Please CC your email to** **ihbteachertraining@gmail.com** **to**

**ensure that it reaches us**.

We’ll confirm receipt within one working day, so if you haven’t heard from us,

contact us immediately (though check your spam folder first).

Borka Szőcs

Teacher Training Administrator

**PRE-INTERVIEW TASK**

Complete this task carefully. Your language awareness and the accuracy of your written language are two of the factors we consider when making a decision about your application. Please keep a copy of this task so that you can refer to it in the interview.

**You should feel free to use a grammar resource, like Michael Swan's Practical English Usage, or Raymond Murphy's Grammar in Use; alternatively, there are numerous online resources (such as** [**www.englishpage.com**](http://www.englishpage.com) **) which may be useful. This isn't cheating — it's as important for a candidate to know how to use resources and their intuition to work out answers as it is to simply get the answer "right".**

**Task 1: Grammar from the teacher’s and learner’s point of view.**

**In the following sentences:**

1. correct the error if you think there is one,
2. name the tense of the verb if you can,
3. comment briefly on the meaning of the tense and how it is used.

**EXAMPLE: I read a book at the moment.**

1. I’m reading a book at the moment.
2. Present Continuous/Progressive
3. Used here to express the idea of an action taking place at the moment of speaking.
4. **She is getting up at six o’clock every day.**

 a)

 b)

 c)

**2) I’ve been to France two years ago.**

 a)

 b)

 c)

1. **Antonio: “Can you come for a drink tonight?”**

 **Marco: “Sorry, I’ll go to see ‘Hamlet’ at the National Theatre.”**

 a)

 b)

 c)

1. **When I got to the station, I realised I left the tickets at home.**

 a)

 b)

 c)

**Task 2: Clarifying language**

**Look at the following sentences. Describe the meaning of the underlined words as if you are talking to a learner of English, without repeating those underlined words.**

**Example:**

He used to go to the park every Saturday.

*In the past, years ago, he went to the park on Saturday, regularly. Not just one time, but many times. He probably doesn’t go anymore.*

1. I had my television repaired.

2. You don’t have to wear a crash helmet.

3. He should have finished this by now.

4. She managed to climb the mountain.

**Task 3:**

**Write 1-2 pages about the following:**

1. Why do you want to take the CELTA course?
2. What do you think will be your strengths and weaknesses on the course?
3. What do you think makes a good language learning experience for a student?

**And so we can help you on the course:**

*These questions don’t play any part in the course selection process, but we’d like to know if there are any areas that you will require assistance with on the course so we can prepare to help you.*

* Health: Do you have any health issues which we need to be aware of?
* Disability or learning needs: Do you have any disabilities or learning needs that we will need to take into account if you join the course?

**Signature**

* I confirm that I have read the course description at the beginning of this document.
* I confirm that the information I have given in this application is accurate.
* I confirm I am over 18 years old.
* I confirm my data can be used to process this application.

**Sign or type name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**How to submit your form:**

Save as *yourname\_CELTA\_application* and upload this form to your application form on teacher-training.hu

**If you have not heard from us within 1 working day, please contact us! Also, check your SPAM folder for emails from us—Sometimes an overzealous spam filter grabs our innocent communications.**

**The CELTA interview**

IMPORTANT: You can only be offered a place on the CELTA course following your interview. If you are accepted at interview, your place cannot be reserved until your payment has been received. The school reserves the right to alter the dates or cancel any course that does not fulfil minimum number requirements (though in practice we have never cancelled or moved a course).

# Provided your written application is acceptable, we will contact you to organise an interview. We will then make a decision about accepting you onto a course.

# The aims of interview are to:

1. find out more about your background
2. further evaluate your awareness of language (grammar)
3. explore your potential teaching skills
4. evaluate your attitude and approach in relation to experiential training
5. answer any questions you might have.

# A personal interview is possible if you are in Budapest; however, in most cases we conduct the interview via Skype or Zoom. The interview normally lasts 30-60 minutes.