



CELTA
Programme Information & Application



Teacher Training

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TAKE THE CELTA COURSE

Welcome to the Bell Switzerland CELTA course (Certificate in Teaching English to Speakers of Other Languages). In this document you will find all the information you need to know about CELTA courses at Bell Switzerland as well as an application form.

What is CELTA?

The Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) is the most highly regarded and widely-recognized initial qualification in English language teaching. It is awarded by Cambridge English Language Assessment, which is part of the University of Cambridge. As an internationally accredited, highly respected teaching qualification in English Language Teaching, CELTA is the basic requirement for those embarking on a career in English language teaching to language learners worldwide.

CELTA at Bell Switzerland

Course Location

The course will take place at Bell, WCC (The World Council of Churches), 150 Route de Ferney, 1218 Geneva, Switzerland.

Course Format

We offer the Cambridge CELTA course in the following formats:

- 10 weeks face-to-face (1 week's holiday to correspond to the Geneva school holidays)
- 5 weeks June / July (a day off is given to consolidate learning)

Whichever course you take, the qualification you receive at the end of the course is the same internationally-recognised certificate validated by Cambridge English Language Assessment. The syllabus and assessment requirements are exactly the same for all course formats and each one has the same strong practical focus that prepares you for classroom teaching.

The **CELTA part-time** requires attendance at the school in Geneva on Mondays and Fridays from 08.00 to 17.00. You will need to devote approximately 10 hours per week for lesson preparation and completion of written assignments outside the normal course hours.

Attendance

You are expected to attend 100% of the course and should ensure that you are sufficiently free of other commitments. Cambridge English Language Assessment administration guidelines state: “Candidates are expected to attend the whole course. Candidates should be advised that CELTA is a course-based award and that absence/non-participation may jeopardise their chances of successfully meeting the assessment criteria.”

Course Dates

Please see our website for course dates.

NB. The courses fill up quickly and places are offered on a first-come-first-served basis.

Costs

The cost of all courses is CHF 3950.00. The course fee reflects the high tutor-trainee ratio and the fact that the course requires international moderation and assessment fees.

Who is CELTA for?

Whether you are intending to teach for the short term or to make English language teaching a long-term career, you need a recognized, practical qualification to get you started and to help you find a good job with a reputable employer. The course is designed for people without previous teaching experience, as well as those who have had experience but could benefit from formal training. CELTA is the starting point for a rewarding experience in the field of English language teaching.

Some profiles of CELTA candidates:

- **People starting a career in English language teaching** who need CELTA to obtain a reputable job overseas or in their own country.
- **People who are on their gap year** and want a qualification giving solid, basic skills in language teaching and the confidence to use these in the classroom.
- **People looking for a career break or a career change** to a dynamic and challenging new profession.
- **People teaching English without formal qualifications** who feel they need to develop further their teaching skills and gain recognition for a better teaching position.

Entry Requirements

CELTA regulations require all trainees to have a standard of education equivalent to that required for entry into higher education; be over 18 years in age; have the potential to develop the necessary skills to become effective teachers and to successfully complete the written assignments and the assessment of teaching practice.

In regard to non-native speakers of English, the Cambridge ESOL handbook states that candidates must “have an awareness of language and a competence in both written and spoken English, which will enable them to undertake the course and prepare for teaching a range of levels. The recommended candidate language level is C1+/C2 on the CEFR.

Written tasks completed at the application stage are designed to help us assess whether candidates meet course requirements in this respect. Applicants who have passed an English language exam at C1/C2 level should enclose a copy of their certificate with their application.

Course participants typically vary widely in experience, education and age. Many have a university degree or another further/higher education qualification. Acceptance is conditional upon satisfactory performance at an informal interview with a course tutor.

Under Swiss law, there is no obligation to disclose information about medical conditions or personal circumstances. However, you may wish to declare this on your application form or, at the latest, at interview. Some conditions or circumstances can impact on a candidate’s ability to complete the course.

The centre therefore encourages confidential communication with the course tutors on this point. It is only through disclosure that efforts can be made to make reasonable adjustments in order to accommodate any individual needs, and to ensure that coping strategies exist or can be put in place when necessary. We would therefore urge candidates who may have special requirements to disclose these so that we can assess the situation together.

Course Overview

The length of the course is a minimum of 120 contact hours. In addition to this, Cambridge ESOL estimates that candidates will need to devote another 120 hours to learning. This consists of completion of a pre-course task, lesson planning and preparation of teaching materials, reading, research and writing of assignments. The pre-course task is designed to bring everybody up to a minimum standard of language awareness and must be completed prior to the start of the course.

There are 6 hours of assessed teaching practice for each candidate (live classes) and 6 hours spent observing qualified teachers (at least 3 hours of which are live observation).

The primary focus of the course is on the basic techniques of English language teaching and their practical application in the classroom. Considerable emphasis is placed on candidates' performance in observed teaching practice sessions where there is a ratio of 6 candidates to one tutor. Teaching practice takes place with multi-lingual groups of adult language learners at two different levels. The students know that they are being taught by trainee teachers.

Course Content

The course covers the following 5-unit syllabus stipulated by Cambridge English Language Assessment:

Learners, teachers and the learning teaching content

- Language analysis and awareness
- Language skills: reading, listening, speaking and writing
- Planning and resources for different teaching contexts
- Developing teaching skills and professionalism

Candidates are also required to complete written assignments of 750 to 1000 words each covering the following topics:

- analysing and responding to adult learner needs
- analysing language for teaching purposes
- teaching language skills
- reflecting on classroom teaching.

Methodology sessions (Input sessions)

Input sessions focus on practical teaching techniques and the language knowledge required for teaching. These sessions include a variety of activities such as group work to develop language awareness, the completion of language analysis tasks and teaching techniques demonstrated by tutors, observation and analysis of teaching DVDs and peer teaching in groups to practice teaching techniques. There is a high level of trainee participation, usually in pairs or small groups. No single 'method' is taught on the course: it is an introduction to the theory and practice of English Language Teaching (with a strong emphasis on the practical) and introduces trainees to a variety of current approaches and techniques.

Teaching Practice (TP)

There is a maximum of 12 candidates on the course, divided for teaching practice into two groups of 6. You will have a total of 6 hours observed and assessed teaching practice, organized into 8 or 9 lessons. During post-teaching feedback sessions, you will have the opportunity to reflect upon and discuss your teaching with your peers and your tutor before receiving detailed written feedback from the tutor. Feedback is extremely important because it helps you to develop an increasing awareness of your strengths as a teacher and areas where further development is required.

Workload

Days in Geneva

- 8.00 – 9.00 – Lesson preparation
- 9.30– 12.45 – Teaching Practice and Feedback
- 13.30 – 16.45 – Methodology and language analysis input sessions.

Outside the timetabled hours you should expect to spend time preparing for your teaching practice lessons. It is quite normal to spend about 3 hours (sometimes more) planning, preparing materials and researching language for each class. You will also need to spend time liaising with peers in your teaching practice group, working on written assignments and doing background reading to prepare for input sessions and assignments.

Tutorials and Assessment

Progress is monitored and guided through a system of tutorials. Each candidate has a minimum of two individual tutorials at different stages in the course. Assessment is continuous, integrated and based on meeting the course assessment criteria as laid down by Cambridge ESOL.

To be awarded the Certificate, both the teaching practice and written components (assignments) must be completed successfully.

Assignments must meet Cambridge ESOL's criteria in order to pass. The criteria are made clear at the outset and candidates have one chance to resubmit each assignment. If after resubmission the assignment fails to meet the criteria, it is still possible to pass the course. However, failure in more than one assignment means that candidates will not be eligible for a Pass grade overall.

All aspects of the course are internally and continuously assessed. Your course work is also externally moderated by an assessor who is approved by Cambridge English Language Assessment. Assessors have a moderation, standardization and quality control function. Their role is to negotiate grades with trainers by carefully monitoring the decision-making process. This ensures that you are being graded reliably to Cambridge ESOL's international standard. If the performance of an individual trainee is not to standard on the day the assessor visits, his or her grade will not be affected, as long as their overall performance on the course has otherwise been to standard.

The final certificate is issued by Cambridge English Language Assessment. There is no written examination. Completion of the course does not guarantee the award of the Certificate.

The certificate at Pass level is awarded to candidates who meet the course requirements and whose performance meets the criteria in all components. Those whose classroom teaching skills reach a level significantly higher than pass-level criteria are awarded Pass B; those whose classroom teaching skills and planning skills are exceptional, are awarded Pass A.

The centre will also write an individual report on each candidate's performance and progress during the course. Candidates who do not make sufficient progress are warned of the possibility of failing the course. In such cases they receive guidance on areas to work on in order to pass.

Enrolment and Conditions of Payment

CELTA is based on the principle of open and equal opportunity for all, irrespective of gender, marital status, sexual orientation, creed, colour, race, ethnic origin, age or disability. Acceptance on a course, however, is not automatic.

All applicants must complete an application form and pre-interview task and send by email to teachertraining@bell-school.ch (preferable) or send by post to the Teacher Training Department, Bell Switzerland, 12 Chemin des Colombettes, 1202 Geneva (see pages 8 to 13).

Following assessment of your application form and pre-interview task, you will be invited for interview, at which time you are assessed on your suitability to complete a CELTA course successfully. Particular attention is paid to aptitude for language analysis and clear communication. In matters concerning the suitability of prospective candidates, the decision of the course tutors is final.

If you are offered a place on a course you will be sent an enrolment agreement with our terms and conditions. This must be signed and returned and this enrolment guarantees a place on the course. You will then be sent an invoice for the total course fees which must be paid in full prior to the start of the course in order to secure your place. Please note that in all circumstances, payment of fees in full is your responsibility. Payment by installments is not possible.

Should you need any further information or clarification of the information outlined above, please contact us at teachertraining@bell-school.ch with a telephone number on which we can reach you to discuss your queries.

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Programme Application Form

Name		
First name		
LAST NAME		
Address		
- Street		
- Postal Code		
- City		
- Country		
Telephone		
(Home)	(Mobile)	(Work)
Email		
Date of Birth (day/month/year)		
Nationality		
Mother tongue		
Languages spoken		
English exams and result (CAE/CPE etc)		

Course Dates	
First choice :	Second choice :
Preferred mode of course delivery	
() Intensive	() Part-Time

Educational qualifications		
Year	Highest qualification achieved	School

Employment History		
Year	Company	Role

Please give details of any personal circumstances that may hinder your progress on the course

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Signature _____

Date _____

After completing this form, please send by email to

Email teachertraining@bell-school.ch and karen.greaney@bell-school.ch

CELTA Pre-Interview Task

NAME: _____

1. In the following text, identify the parts of speech indicated. Include as much info as possible.

e.g. *voucher = direct object*

We had a **lovely** Christmas, **which** we spent **in** Ireland. The whole **family** was there and we **did** lots of eating **and** drinking. **There** were, of course, lots of presents too. I **gave my brother-in-law** a **voucher** for a trip in **an** aerobatic aircraft. **He** hasn't used it **yet**, but I'm sure he'll love it.

- a) lovely
- b) which
- c) in
- d) family
- e) there
- f) did
- g) and
- h) gave
- i) my
- j) my brother-in-law
- k) an
- l) He
- m) yet



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2. Using grammatical terminology indicate the relationship between the pairs of words below.

e.g. tall/short = opposite adjectives

a) right/wrong

.....

b) Hi darling! / Good morning Sir.

.....

c) chair/furniture

.....

d) John/he

.....

e) whole/hole

.....

f) been/gone

.....

g) ask/asked

.....

h) slow/slowly

.....

i) **record/record**

.....

j) they/them

.....

k) old/young

.....



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3. In each of the following sentences indicate the meaning which the verb *in italic lettering and bold* gives to the sentence.

e.g. I start work at 9.00 every day.

explanation = A present habit

a) I **am living** in Hong Kong

.....

b) John and Mary **have seen** the statue

.....

c) If I **had** the time, I **would do** it

.....

d) She **will smoke** in bed. I hate it!

.....

e) They **are leaving** on Sunday

.....

f) I **had been running** for 20 mins when I **saw** it

.....

4. Say the following words aloud and then mark the syllable that takes the main stress.

e.g. October

- | | | | |
|--------------|---------------|--------------|-------------|
| a) hotel | interested | photographer | application |
| b) colleague | cardboard | photographic | acrimony |
| c) July | record (verb) | important | impotent |

5. Pair up the words in the list below according to their vowel sound.

boat ~~state~~ good corn there hot love says post see ~~weight~~
 meat friend wash put lawn bird stoop tough her food share

e.g. weight	state



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6. Underline the mistakes in the following sentences and using grammatical terminology, give a brief explanation of the error.

e.g. He drove so **slow** that he arrived late.

slowly – should be the adverb because it describes how the person drives

a) I have spoken to the manager yesterday.

.....

b) The weather is beautifuller here than in France.

.....

c) Who is this car? It's not mine.

.....

d) We sleep in the living room because the bedroom's being decorated.

.....

e) He never makes his homework on time.

.....

f) They gave me an advice to continue my studies in the UK.

.....



7. What is the difference in meaning between the following:

e.g. a) I don't feel like going to work. b) I don't like going to work.

Difference: a) This is a temporary feeling, maybe as you wake up in the morning. b) This is more of a permanent state – you feel like this every day.

a) She has been to Paris.

She has gone to Paris.

.....
.....

b) If I get the job, I will take it.

If I got the job, I would take it.

.....
.....

c) She was able to do it.

She managed to do it.

.....
.....

d) skinny

slim

.....
.....

e) travel

trip

.....
.....

8. One way of grouping language is according to 'function'.

By 'function' we mean the job of that piece of language. *e.g. "Would you like a drink?" is an invitation.*

What is the function of these utterances of language?

- a) Would you like to come for a drink later?
- b) You should lose weight.
- c) I'm not sure I concur I'm afraid.
- d) I'm really sorry.
- e) I'm less than happy with the way we have been treated.
- f) Careful – that's hot!
- g) Could you tell me when the train to Lausanne leaves?
- h) Rubbish!

