



INTERNATIONAL  
COLLEGES

Dear Candidate,

Thank you for your enquiry concerning the Cambridge CELTA teacher training course. Please see the following information which includes:

- an information sheet about our teacher training courses
- an application form
- a pre-interview task

If you need further information please contact Trish Marshall at (07) 4031 3466 or by e-mail at: [trish.marshall@kaplan.com](mailto:trish.marshall@kaplan.com)

Alternatively, you may visit our web site at [www.ihqld.com](http://www.ihqld.com)

## COURSE DATES AND COST

### Course Dates

DATES		LOCATION
18 October – 12 November 2010	Full time	Cairns

- The cost of the course in 2010 is \$2,730 (this includes book costs) PLUS \$250<sup>1</sup> Cambridge Fee. Candidates who pay in full one month before the commencement of the course will be eligible for a \$300 reduction of total course cost.
  - To secure an offer of a place on the program, a **non-refundable deposit of \$650** is required after acceptance on the course.
  - Final payment of the balance must be made before the start of the course.
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## ENROLMENT PROCEDURE

If you wish to enrol on the programme, carefully complete and return the attached application task and personal details form.

The task is an essential part of the application procedure and must be considered satisfactory in order for you to proceed to the next stage of the enrolment process – an interview with a course tutor. Please note that spelling and accurate syntax are important considerations.

When your application has been received you will be contacted by a course tutor to set a date and time for your interview which will be held at Kaplan International College Cairns. (Where necessary, interviews can be conducted by telephone.)

Please send the application form and task to:

Director of Teacher Training  
Kaplan International College Cairns  
PO Box 7368  
Cairns QLD 4870  
Australia

Alternatively, you can apply online by visiting our website: [www.ihqld.com](http://www.ihqld.com)

We look forward to hearing from you.

Yours sincerely,

The teacher training department.

**Attention is drawn to the 'Entry requirements' on the next page. In addition please read the course Terms and Conditions on your application form carefully.**

1 – This fee is non refundable once course registration has been sent to Cambridge

## Cambridge CELTA - Information sheet

The Certificate in English Language Teaching to Adults is an internationally recognised qualification accepted in most countries throughout the world. It is offered at Kaplan Aspect as a full-time intensive course over four weeks or a part time course over twelve weeks. Its main aim is to provide pre-service training in English language teaching. The certificate is intended for people with little or no previous teaching experience. It may also be suitable for candidates with some experience but little previous training.

### Entry requirements

Candidates are selected by interview. They are required:

- to be at least 20 years old on the course start date
- to have a standard of education which would allow entry to higher education (minimum HSC or equivalent).
- to have an awareness of language and a competence in English, both written and spoken, that enables them to follow the course and complete the assignments.
- to complete pre-course tasks and interviews satisfactorily

### Course Outline

The program consists of five units as follows:

#### Unit 1. Learners and Teachers and the Teaching and Learning context

The cultural, linguistic and educational background of the learner.

Learner motivation.

Learning and Teaching styles.

The context for learning and teaching English.

Varieties of English.

Multilingualism and the role of first languages.

#### Unit 2. Language Analysis and Awareness

Basic concepts and terminology for describing linguistic form and meaning.

Grammatical frameworks relating to words, sentences, paragraphs and texts.

Lexis: what it means to know a word; semantic relationships between words.

Phonology: formation and description of English phonemes; connected speech.

The practical significance of similarities and differences between languages.

Reference materials for language awareness.

Key strategies for developing learners' language knowledge.

#### Unit 3. Language Skills: Reading, Listening, Speaking and Writing

##### Reading

Basic concepts and terminology used for describing reading skills.

Purposes of reading.

Decoding meaning.

Potential barriers to reading.

##### Listening

Basic concepts and terminology used for describing listening skills.

Purposes of listening.

Features of listening texts.

Potential barriers to listening.

## Speaking

Basic concepts and terminology used for describing speaking skills.  
Features of spoken English.  
Language functions.  
Paralinguistic features.  
Phonemic systems.

## Writing

Basic concepts and terminology used for describing writing skills.  
Sub-skills and features of written texts.  
Stages of teaching writing.  
Beginner literacy.  
English spelling and pronunciation.

Key strategies for developing the above skills

### Unit 4. Planning and Resources for Different Teaching Contexts

Principles of planning for effective teaching of adult learners of English.  
Lesson planning for effective teaching of adult learners of English.  
Evaluation of lesson planning.  
Selection, adaptation and evaluation of materials and resources in planning (including technology based resources).  
Knowledge of commercially produced resources and non-published materials and resources.

### Unit 5. Developing Teaching skills and professionalism

Effective classroom organisation.  
Classroom presence and control.  
Teacher and learner language.  
The use of materials and resources.  
Practical skills for teaching at a range of levels.  
Monitoring and evaluation of adult learners.  
Evaluation of the teaching/learning process.  
Professional development: responsibilities and support systems.

## **Course requirements**

Candidates are required to:

- attend the whole course and to teach practice classes for a minimum of 6 hours.
- observe experienced teachers teaching classes for a total of 6 hours, two of which may be on DVD.
- maintain and submit a portfolio of all course work including all written assignments and materials related to teaching practice.

## **Assessment**

Assessment takes place throughout the course and is 'integrated' (i.e. both of the components below contribute to the overall grade)

There are two components of assessment as follows:

### *Component One: Planning and Teaching*

Candidates are required to teach for a total of six assessed hours, working with adult learners at a minimum of two levels. By the end of the six hours candidates should have achieved all of the teaching practice assessment criteria (detailed in documentation given during the course).

### Component Two: *Classroom-related written assignments*

This component consists of four written assignments as follows:

1. Adult learners and learning contexts.
2. An aspect of the language system of English.
3. An aspect of language skills.
4. Reflection on classroom teaching and the identification of action points.

The certificate will be awarded to candidates who meet the course requirements and whose performance meets or exceeds the criteria in both the assessment areas.

A '**Pass**' is awarded to candidates whose performance overall in the teaching practice and written assignments meets the specified criteria.

A '**Pass Grade B**' is awarded to candidates whose performance in the written assignments meets the specified criteria and who have demonstrated in teaching practice a significantly higher level of achievement in teaching skills and professionalism.

A '**Pass Grade A**' is awarded to candidates whose performance in the written assignments meets the specified criteria and who have demonstrated in teaching practice a significantly higher level of ability and achievement, and a level of awareness in relation to planning, teaching skills and professionalism.

Candidates who fail to meet criteria in any or all of the assessed components will receive a **Fail**.

Each **course** (not each individual candidate) is assessed by an external assessor approved and appointed by Cambridge ESOL (part of the University of Cambridge).

### **Intensive nature of the full time course**

Please note that the course is very intensive and requires a total commitment. There are three hours of methodology each day and two hours of teaching practice followed by feedback. Preparation in the evening may take three or four hours and, in addition there is a significant weekend workload. It is not possible to fulfil course requirements if you have any other obligations over this period including part-time work, other courses etc. You should also be in good physical and mental health as punctuality and attendance are vital.

## Cambridge CELTA Teacher Training Course - Pre-interview task

Your acceptance onto the CELTA course depends, in part, on your answer to this task. Please complete it legibly and carefully. Both spelling and organisation of ideas are important. Please answer on a separate sheet.

### Section 1 Grammar - Meaning

Look at the following pairs of sentences. Briefly indicate and contrast the meaning of each sentence in the pair.

1. He had to go through customs.  
He must have gone through customs.
2. She tried to clean the spark plugs.  
She tried cleaning the spark plugs.
3. I've been cooking a meal.  
I've cooked a meal.
4. I'm going to help him tidy up.  
I'll help him tidy up.
5. I'm used to working hard.  
I used to work hard.
6. A parcel's arrived.  
The parcel's arrived.

### Section 2 - Grammar - Error correction

First correct the following sentences and then say why each of the errors may have been made by a foreign language learner. (NB. Interference from the first language is not the only factor to consider).

1. The glass fell off the table and fractured on the floor.
2. I've seen him 5 minutes ago.
3. She like basketball.
4. I'll stay at home if it will rain.
5. When did he left here?

### Section 3 - Appropriacy

There is something unnatural or inappropriate about the following three exchanges. Explain what it is.

A. Want another drink, Bert?

B. I'd be indebted to you for such kindness.

A. Your wallet's over there. Are you blind?

B. As far as I know, no. The doctor has never commented on my eyesight.

A. Can you lay the table?

B. Of course I can. I do it every day.

### Section 4 Word stress

Mark the stress on the following words as in the example.

photographer

personality

stability

gravity

ceramic

critical

collaboration

thorough

hotel

calorie

astonishment

architecture

infamous

### Section 5 Pronunciation - Sentence stress

Which word in the second speaker's responses (B) is stressed?

A Nobody here can play chess.

B Jake can play.

A He says he plays well.

B Nonsense! He plays badly.

A I wish he could play draughts.

B He can play draughts.

### Section 6 - Reasons for application

Explain (in about 300 words) why you want to join the Cambridge CELTA teacher training course.

### Section 7 - Approach to Teaching

What do you think makes a good language lesson? Explain (in about 200 words).

**Cambridge CELTA TEACHER TRAINING COURSE**

Please  
attach  
photo

**APPLICATION FORM**

Name:	
Date of Birth:	
Address:	
Phone number	Home: Work:
E-mail	
Secondary Education:	
Tertiary Education:	
Nationality:	
Native Language:	
Other Languages:	Proficiency:
_____	_____
_____	_____
Other relevant work experience:	
Dates of course applied for:	
Reasons for doing course:	
Present job:	
Signature:	Date:
(* I have read and accept the TERMS AND CONDITONS overleaf.)	

## TERMS AND CONDITIONS

Candidates accept that:

- the course is highly intensive and that it is necessary to timetable domestic, social and professional commitments around the demands of the program.
- they must be of sound physical and mental health in order to deal with the intensive nature of the program.
- Kaplan International College Cairns reserves the right to cancel a course if there are insufficient numbers of candidates.
- upon receipt of the deposit fee candidates will be given the pre-course material. In the event of the course being cancelled the full deposit will be refunded (once the pre-course material has been returned). In the event of a candidate withdrawing from the course the deposit will not be refunded
- there is no refund of fees unless the course is cancelled or there are exceptional medical circumstances (medical cancellation), in which case a financial refund is at the discretion of the Managing Director.
- written requests for deferment or medical cancellation will only be considered if received two weeks prior to course commencement, or earlier. Requests received within the two week period immediately before course commencement will not be considered.
- no course fees will be refunded upon course commencement.
- they may defer course commencement at the discretion of the Director e.g. medical certificate explaining candidates inability to commence or continue the course. Deferment of any course will only be transferred to the next available course date in the relevant city within a 12 month period. Candidates must pay any increases in the course fee (reviewed annually).
- enrolment onto the program is subject to satisfactory performance on the pre-interview task, interview and the satisfactory completion of the pre-course task.
- an offer of a place is secured only when complete payment of fees is lodged with Kaplan Aspect Cairns. Complete payment of fees must be made by the start of the course.
- they are obliged to adhere to course conditions as laid out by Kaplan Aspect in accordance with Cambridge CELTA guidelines.
- lack of punctuality or failure to co-operate reasonably with other trainees, students or school personnel may affect the certificate grade and may be grounds for dismissal from the course (with no refund).
- the tutors' grading decisions are final and non-negotiable. Disputes about grades and course administration are to be directed to Cambridge ESOL via Kaplan Aspect, if they cannot be settled with Kaplan Aspect directly.
- the course is externally assessed and all grades are discussed during the grading meeting with the external assessor.
- the tutors' grades are recommended to Cambridge ESOL for final approval and confirmation.
- Kaplan Aspect does not guarantee employment for course graduates, though we will advise and guide candidates seeking work in the industry.
- NEAS accredited schools in Australia generally require teachers to have an undergraduate degree, an entry-level ELT qualification (such as the CELTA) plus 800 hours teaching experience in order to be considered for employment. (These conditions may vary depending on the school and staffing requirements at the time). International employment conditions vary according to school and country.
- **DRESS CODE** - The College requires that all candidates wear a professional standard of dress. All candidates shall at all times maintain a standard of dress and behaviour appropriate to his/her position and appropriate to maintaining the high standard of the college's image. Smart professional attire is required; dress pants/shorts, smart professional collared shirt, shoes or smart sandals (males), professional and appropriate skirt/dress/pants/shorts, blouse and/or top, shoes or smart footwear (females). No thongs and other sandal-type footwear with toe-straps between the toes, trainers or other sports footwear, blue jeans or blue denim, cargo pants or shorts with cargo-style pockets, beachwear, sportswear, or collarless shirts (males) and spaghetti/halter string tops (females).