



## Atlas CELT - Information for Applicants

**Please read the CELT Information for Applicants carefully. Your attention is also drawn to the course Conditions of Enrolment form. What is the CELT?**

CELT stands for "Certificate in English Language Teaching". It is Ireland's best-known and most widely-taken Teaching English as a Foreign Language qualification. All CELT courses are based on specifications designed by ACELS, the Irish government's Accreditation and Co-ordination of English Language Services that is part of Quality and Qualifications Ireland (QQI). All successful trainees who are awarded the CELT certificate at the end of the course are eligible to work in all Department of Education & Science recognised English language schools in Ireland. The CELT is also accepted for employment in other jurisdictions, e.g., accredited schools in the UK and Australia. Visit the ACELS site for more information about the CELT at: [www.acels.ie/acelselt.htm](http://www.acels.ie/acelselt.htm)

### **CELT Aims**

The CELT course leads to an internationally recognised qualification and is intended for people without previous teaching experience who wish to enter the profession of English language teaching to adults. It is also appropriate for those with some ELT experience, but no formal qualification or training, as well as for teachers from other fields who are interested in developing a career in English language teaching.

The CELT is offered at Atlas Language School as a full-time intensive course over four weeks or a part-time course over twelve weeks. In each case, an additional week is allowed to submit all written work. The course is highly practical in approach and is designed to enable participants to:

- develop basic skills for teaching English in the language classroom
- develop familiarity with the principles and practice of effective English language teaching
- develop an awareness of language and a knowledge of the description of English and apply these in their professional practice
- develop familiarity with appropriate resources and materials for use with adult learners of English for teaching, testing and for reference
- develop an appreciation of the methods to monitor and evaluate learners' language learning needs, competence and achievements
- introduce learners to ways in which learner autonomy can be promoted.

### **Entry Criteria**

No previous teaching experience or training is required, but candidates must:

1. be at least 18 years old on the course start date
2. have an awareness of language and a competence in both written and spoken English which will enable them to follow the course, complete the written tasks and do all necessary preparation to teach a range of levels (i.e., be a competent native or near native English speaker)

3. have the potential to develop the necessary skills to become effective teachers and to successfully complete the written tasks and the assessment of practice teaching
4. complete all pre-course application tasks satisfactorily
5. confirm that they will be able to comply with all attendance requirements for successful completion of the course.

These criteria are assessed by a member of the teacher training department by referring to a candidate's application form, application tasks, interview, references, copy of degree and copy of English language proficiency certification (where relevant).

### **Requirements for Applicants without a Degree**

Please note that while it is advisable to already have a Level 7 qualification on the National Framework of Qualifications, i.e., an Ordinary Bachelor degree, we do admit non-level 7 holding applicants onto the courses. An exception to this would be if a candidate wants to conduct pre-course interviews by telephone or skype. In such cases we do require candidates to hold a Level 7 qualification.

For those who do not hold a Level 7 qualification we must emphasise that you will not meet the ACELS criteria for employment of English language teachers in the recognised ELT sector in Ireland. If you do not hold a Level 7 certificate we will ask you to sign a waiver stating that you understand the restrictions on employment in Ireland.

### **Requirements for Applicants with Qualifications Awarded outside Ireland**

If you have a degree or other academic qualification awarded by a foreign examination body it will need to be recognised by Qualifications Recognition before you can begin the CELT course with Atlas. Qualifications Recognition, the Irish centre for the recognition of foreign qualifications provides information regarding foreign qualifications and compares them to a qualification that is placed at a particular level on the Irish National Framework of Qualifications. More advice and information about this free service can be found at: [www.qualrec.ie/](http://www.qualrec.ie/)

### **Requirements for Non-Native Speaker Applicants**

Applicants for whom English is not their first language must have a level of English at least equivalent to level C2 in the Council of Europe's Common European Framework of Reference. At Atlas, we equate this C2 level to the Cambridge English Certificate of Advanced English (CAE), Grade A or the Certificate of Proficiency in English (CPE), Grade C. Non-native applicants are required to show documentary proof of their level of English at the interview stage.

If a non-native candidate is accepted onto the Atlas CELT course, but the course tutors subsequently decide during the course that the trainee does not, in fact, have the necessary awareness of language and competence in English, both written and spoken, to enable them to complete the written tasks and do all necessary preparation to teach a range of levels, the candidates will be warned of the possibility that they may not pass. Please ask about this at interview.

## **What Does the Interview Consist of?**

When you arrive for the interview we will first ask you to complete a short piece of writing about previous learning experiences. (10 minutes) The interview itself usually lasts up to 45 minutes and we ask you some questions about you and your application tasks. We also tell you about what you are letting yourself in for, i.e., a demanding course, and you can also ask any questions you may have.

The application task is not a test - obviously you don't know all the answers without having to think hard about them and even having to look them up in reference books (which is what teachers do all the time). It's more a test of your attitude and instinctive approach to teaching, your inner resources and, where language is concerned, how you would react if a student asked you this type of question.

This gives us a good idea of your skills and qualities and therefore, of how you will respond to only four weeks of training - whether it will be enough to bring you up to pass standard and allow us to award you the Certificate.

## **CELT Course Content and Structure**

Both full-time and part-time Atlas CELT courses consist of:

- a minimum of 120 hours in school (including input sessions, observations, supervised lesson planning support, supervised teaching practice, feedback sessions and review and evaluation sessions)
- a minimum of 6 hours Teaching Practice supervised by a course tutor, feedback on this Teaching Practice and peer observation
- a minimum of 6 hours directed observation of lessons taught by experienced teachers (a combination of at least 4 hours of live observation and some video observation of real classes)
- the preparation of a course portfolio to include all written work based on the modules as well as materials related to Teaching Practice – i.e., lesson plans, self-evaluation and feedback from tutors that records trainees' progress and consolidates their perceptions of effective teaching strategies.

In addition to the scheduled timetable, we estimate that the course also requires a further 60 to 100 hours for background reading, preparation of lessons and written tasks.

This initial teacher training course at Atlas Language School follows the QQI-ACELS CELT teacher training syllabus and provides practical and professional awareness of learners, language, methodology and materials. The course is delivered through a combination of input session workshops, observation of experienced teachers, Teaching Practice and a system of feedback, and also written tasks and tutorials.

## **CELT Course Syllabus and Learning Objectives**

The course content covers:

1. Exploring the Teaching the Four Skills
2. Demonstrating an Understanding of Approaches and Methods
3. Language Awareness: Analysing and Contextualising Language
4. Planning for Effective Teaching and Materials Evaluation

5. The Learner and Learning Context: Developing a Learner Profile
6. Providing Learners with Language Learning Strategies

The course includes the following components that are formally and individually assessed:

### **1. Exploring the Teaching the 4 Skills (Reading, Writing, Listening and Speaking)**

An introduction to classroom management and a range of teaching techniques that support and facilitate learning and performance. This includes an introduction to:

- The creation of a suitable learning environment and atmosphere to foster learning (establishing rapport, creating and maintaining learners' interest).
- Effective classroom organisation, presence and control (managing whole group, small group and pair work and stimulating active participation among a class of learners).
- Effective management of a range of classroom technology, aids and resources.
- Appreciation of teacher and learner language.
- Basic concepts and terminology used for describing the four skills (reading, writing, listening and speaking).
- Key practical strategies for developing the four skills individually and in an integrated fashion at a range of levels.
- Practical techniques for teaching language systems and related aspects of language including phonology, grammar, lexis, and discourse.
- Practical techniques for teaching learners how to communicate in English, relating language form to its communicative purpose.
- Balancing the requirements of accuracy and fluency in teaching English.
- Monitoring and evaluation of adult learners and the teaching/learning process.

### **2. Demonstrating An Understanding of Approaches and Methods**

An introduction to current language learning theories and teaching methodologies relevant to ELT. This includes an introduction to:

- the main advantages and disadvantages of various language teaching approaches
- the principles of planning for effective teaching of adult learners of English
- planning and preparing appropriate individual lessons and series of lessons for teaching groups of learners at a range of levels
- the practical realities of planning for effective teaching of adult learners of English
- the evaluation of lesson preparation
- the selection and evaluation of appropriate materials and resources for specific lessons
- the selection and evaluation of appropriate exercise types and tasks for specific lessons
- the concept of learner training and the development of learner independence

### **3. Language Awareness: Analysing and Contextualising Language**

An introduction to English as a language system, and how to apply this basic knowledge to effective learning. This includes an introduction to:

- Basic concepts and terminology used in ELT for describing form and meaning.
- Basic concepts and terminology used for describing language skills and sub-skills.
- Lexis: what it means to know a word and the relationships between words.
- Phonology: formation and description of English sounds and connected speech.
- Language description and syllabus design for the teaching of general English to adults.
- The relationship between language and culture.
- The practical significance of similarities and differences between languages.
- Reference materials for language awareness.
- Key strategies for developing learners' language knowledge.

#### **4. Planning for Effective Teaching and Materials Evaluation**

An introduction to planning and preparing individual lessons and programmes of work, as well as evaluating, selecting and adapting ELT course materials and resources for use with learners at different levels. This includes an introduction to:

- The principles of planning for effective individual lessons and programmes of work.
- Familiarity with different types of lesson plans, syllabuses and programmes of work and how they are used to plan and prepare for teaching.
- The practical realities of planning for effective teaching of adult learners of English.
- Knowledge of a range of commercially-produced ELT course books and resources, and non-published materials and resources.
- Awareness of the key features of course books and materials required for learning when selecting teaching materials.
- Using ELT course books and teachers' books for lesson planning and teaching purposes.
- The selection, adaptation and evaluation of materials, exercises and resources (including technology-based resources) in planning specific lessons to suit the backgrounds and meet the needs of learners.
- The creation, use and evaluation of simple teaching materials, which may include visual aids, audio, video and information/communications technology.
- The selection and evaluation of resources and materials for use in teaching and testing adult learners of English, and for reference.

#### **5. The Learner and the Learning Context: Developing a Learner Profile**

An introduction to monitoring and evaluating learners' language learning needs, competence and achievements. This includes an introduction to:

- An appreciation of the different cultural, linguistic and educational backgrounds of learners.
- Adult learner motivation and learning styles.
- the concept of needs analysis and identifying and evaluating the language learning needs of learners.
- the background to sources of error, and techniques used for error correction

- methods for evaluating learners' language competence, progress and achievements.
- familiarity with the task types and formats used in a limited range of formal and informal ELT placement, progress and achievement tests.

## 6. Providing Learners with Language Learning Strategies

An introduction to ways in which learner autonomy can be promoted in the ELT classroom. This includes

- gaining an understanding of the language learning theories which foster learner responsibility in the classroom
- producing and/or describing tasks which promote learner autonomy
- producing and/or describing learning strategies for language learners.

### Course Features

**Intensive and Demanding:** There are no two ways about it... the full-time 4-week CELT course is intensive and requires a full-time commitment. The part-time course is equally demanding, especially if you are also in full-time employment. Typically, each day, morning input sessions devoted to the basic principles and methods of language learning and teaching are followed in the afternoon by two hours of teaching practice followed by feedback in some days, or more input workshops on other days. Preparation in the evening may take an additional two or three, sometimes four hours. In addition, there is a significant weekend workload involving background reading, teaching practice preparation and written tasks. On the 4-week full-time course it is not possible to fulfil the course requirements if you have any other obligations over this period including part-time work, other courses etc. Punctuality and attendance are prerequisite for successful completion of the course.

Prospective candidates should understand that, in total, during the course they could reasonably expect to spend approximately 20 to 30 hours on lesson preparation, approximately 20 to 40 hours on written tasks and approximately 20 to 30 hours on materials related to the timetabled input seminars.

**Practical:** This is an introductory course and as such there is an emphasis on developing trainees' practical abilities throughout. This doesn't mean that theoretical issues are left out. Far from it. But simply that the input sessions are always firmly grounded in classroom practice. Generally, this will mean looking at classroom experiences, drawing out some working principles and then returning to classroom practice in applying them in Teaching Practice (TP) sessions. This **supervised teaching practice component** involves your trainer observing you teaching students in an actual EFL class and then providing you with detailed feedback on how you could enhance your teaching performance.

**Integrated:** Building on how theory and practice are linked, there is also a strong link across the different elements of the course. The different input sessions, teaching practice slots, classroom observations and written modules all have interlinked connections and common goals. This is one reason why trainees are required to attend the whole course in order to qualify. Each session develops and borrows from earlier ones.

**Co-operative:** We have created a CELT course that is collaborative at its core with the training taking place in a space that promotes a variety of different

formations and supportive interactions. Trainees frequently work together in pairs or small groups to share and/or compare experiences, solve tasks, discuss issues, evaluate materials or plan a series of lessons. Such pair or small-group work also has frequent report-back stages incorporated into the learning cycle.

**Reflective:** While the CELT involves workshop participation, teaching practice, observations, and other teacher-directed tasks, one key distinguishing feature of the CELT course at Atlas is our promotion of developing trainees' reflective practice. During the course trainees are expected to maintain and update an online reflective learning journal in their teaching practice groups. For example, after trainees have experienced an activity as if they were learners, they can then reflect on their experience in order to draw out ideas and principles that might apply when setting up the same or similar activities as teachers.

### **Input Sessions**

There are approximately 100 hours of in-school input sessions on the course. These are delivered by Atlas Language School's experienced teacher training team. The majority of input is delivered in the form of workshops and seminars covering many areas of English Language teaching. These include:

- Language teaching methodologies and approaches
- Language awareness, including grammar, lexis and phonology
- Language skills: reading, writing, listening and speaking
- Teaching in different contexts: adults, teenagers, children, one-to-one, business English
- Using different resources in the classroom: IT, drama, music
- Assessment and language learning
- Learner training and language learning strategies
- Error correction
- Professionalism and job-seeking in English Language Teaching

Input on the course also takes the form of regular review and evaluation sessions, observation of practising teachers, a variety of trainer-directed activities, and supervised lesson planning and teaching practice.

**Teaching Practice:** Teaching practice accounts for 2 sessions per trainee per week in the afternoons, with trainees teaching graded classes of volunteer students under trainer supervision. In Week One, the TP session for each trainee is 30 minutes. Thereafter, each TP session is 60 minutes. These seven hours of TP are assessed. One trainer is assigned to each teaching practice group of 2 trainee teachers. A teaching practice group has a minimum of 3 and a maximum of 15 English language learners taking part. Teaching practice also includes analysis of and reflection on teaching practice sessions. Trainees teach two classes in two separate 2-week blocks. The two classes are at two distinct language levels.

**Supervised Lesson Preparation:** Prior to teaching practice sessions, trainees have the opportunity to discuss their proposed lesson plans and materials with a course tutor. This enables the candidate to receive support, guidance and feedback before the supervised/assessed teaching practice sessions and make any suggested adjustments.

**Group Lesson Planning:** Prior to teaching practice sessions, Supervised Lesson Preparation allows trainees to discuss their proposed lesson plans and materials

individually with a course tutor. Group Lesson Planning enables candidates to receive group attention and guidance. This is key in enabling the Teaching Practice to be a developmental constructive experience.

**Preparation and Written Tasks:** This consists of background reading, six written modules that consist of a series of smaller written tasks, lesson preparation and preparation of teaching and learning materials. There is no final examination though there are individual tutorials to monitor and give feedback on the progress of course participants.

**Number of Candidates:** The number of candidates on any one course is limited to 16. There can also be up to 8 trainers on any one course.

### **Pre-course reading**

We recommend you buy one methodology book and one grammar book before you start the course. You should feel free to choose the one that you think suits you best.

## **METHODOLOGY**

### **Required Reading:**

1. Jim Scrivener, **Learning Teaching** (2<sup>nd</sup> ed.), Macmillan.  
An introduction to the key issues in English Language Teaching and the kind of teaching methods used on the course.

### **Recommended Reading:**

2. Jeremy Harmer, **The Practice of English Language Teaching** (4<sup>th</sup> ed.), Longman.

An overview of the principles of language learning and a practical guide to developing classroom skills.

3. Roger Gower & Steve Walters, **Teaching Practice Handbook**, Macmillan  
Lots of practical ideas to help you with the teaching practice component of the CELT course.

4. Jimmie Hill & Michael Lewis, **Practical Techniques**, LTP  
A checklist and description of many good and useful classroom teaching techniques.

## **GRAMMAR REFERENCE**

### **Required Reading:**

5. Martin Parrott, **Grammar for English Language Teachers** (2<sup>nd</sup> ed.), CUP.  
A detailed guide to English grammar with exercises for self-study (including answer key) and information on common student problems.

### **Recommended Reading:**

6. Michael Lewis, **The English Verb: An Exploration of Structure and Meaning**, Thomson Heinle.

7. Michael Swan, **Practical English Usage**, OUP

An excellent reference book on English. You'll refer to it again and again during your career as a teacher.

8. Rod Bolitho & Brian Tomlinson, **Discover English**, Macmillan

Gives you lots of insights and helps you become more aware of how English works.

9. Raymond Murphy, **English Grammar in Use**, CUP

Written for foreign learners, but good for prospective teachers to review their knowledge of English grammar. Also useful as a source of lesson exercises. Available at 3 levels – we recommend you choose Intermediate or Advanced.

### **Assessment and Certification**

Assessment is continuous throughout the course and is 'integrated' – i.e., is based on two components:

1) Planning and Teaching

Candidates are required to teach for a total of seven assessed hours, working with adult learners at a minimum of two levels. By the end of the seven hours candidates should have achieved all of the teaching practice assessment criteria (outlined in more detail in documentation given after enrolling on the course). If the course offers the opportunity of 7 assessed teaching practice hours, 1.5 hours can be graded as unsatisfactory and the candidate can still pass the course.

2) Input- and Classroom-Related Written Modules

This component consists of six written modules as follows:

1. Exploring the Teaching of the Four Skills
2. Demonstrating an Understanding of Approaches and Methods
3. Analysing and Contextualising Language
4. Materials Evaluation
5. Developing a Learner Profile
6. Providing Learners with Language Learning Strategies

The modules are generally not given as large tasks, but are broken into a series of smaller tasks of work so that written work runs throughout the course and assessment can, at least in part, be formative. These tasks are designed to fit into the course input and aim to consolidate it.

While we encourage all trainees to submit their course portfolio - including all written work based on the modules as well as materials related to Teaching Practice – on the final day of the 4-week taught course, we do allow for an additional **fifth week** to finalise the portfolio and submit all written work. With respect to the written modules in the portfolio, a maximum of 2 modules (in terms of their constituent tasks) can be 'Not Approved' but must be resubmitted before the end of Week 5.

Candidates must also meet the attendance requirements (a minimum of 90% of the programmed hours and 100% for observations and teaching practice).

Candidates will be notified of their grade within 10 working days of the end of the course. These grades will remain provisional and certificates are not issued

until external moderation by ACELS has taken place. They will also receive a report outlining their progress on the course.

Successful candidates receive a certificate detailing their overall grade no more than eight weeks after the end of the course. The CELT certificate will be awarded to candidates who meet the course requirements and whose performance meets or exceeds the criteria in both the assessment areas.

An **'Approved with Distinction'** is awarded to candidates whose performance in the written tasks 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.

An 'Approved' is awarded to candidates whose performance overall in the teaching practice and written tasks meets the specified criteria.

Candidates who fail to meet the 'Approved' criteria in either of the assessed components will receive a **'Not Approved'**.

### **CELT Course Trainers**

Our course trainers have extensive teaching, course design and teacher training experience. Before running our CELT courses they worked in a variety of ELT positions around the world - teacher, trainer, course designer and academic manager.

### **Commitment to Equal Treatment**

Atlas and our CELT teacher trainers have designed and deliver the course on the principles of open and equal opportunity for all, irrespective of gender, marital status, sexual orientation, creed, colour, race, ethnic origin, age or disability.

### **Employment Opportunities with the CELT**

Having a CELT certificate, along with a university degree, is your passport to employment worldwide. You will qualify for employment with private English language schools that are recognised by the Department of Education & Science in Ireland. Visit the ACELS site for more information about accredited schools at: [www.acels.ie/search.htm](http://www.acels.ie/search.htm) The CELT is also accepted for employment in other jurisdictions, e.g., accredited schools in the UK and Australia.

A good place to start looking for English teaching positions around the world is the website [tefl.com](http://www.tefl.com) ([www.tefl.com](http://www.tefl.com))

### **Course Dates and Fees**

NEXT COURSE DATES		COURSE FEES
25 May - 19 June 2015	Full-time	€975 + registration fee of €50 (refundable on early full payment).

- The cost of the course is €975 (this includes the ACELS CELT Certificate Fee) plus a €50 Registration Fee. Candidates who pay in full four weeks

before the start of the course will be eligible for a €50 reduction of total course cost – i.e., they will not need to pay the Registration Fee.

- To secure an offer of a place on the course, a non-refundable deposit of €100 is required after acceptance on the course.
- Final payment of the balance must be made two weeks before the start of the course.

## The Application Process

**Stage 1:** Complete and sign the Application Form, the Conditions of Enrolment form, the Application Task and send them together with two passport-sized photographs of yourself, your CV and copies of your degree certificate(s) to:

Teacher Training Course Director  
Atlas Language School  
Portobello House  
South Richmond Street  
Dublin 2

The Application 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.

Applications are assessed in the order that they are received and places on each course are limited to 16 participants so it is advisable to apply well before course commencement.

**Stage 2:** Successful applicants will be invited to attend an interview at Atlas Language School which will take approximately 1 hour.

**Stage 3:** If you are successful at the interview stage, you will be offered a place and you will need to pay a €100 non-refundable deposit to secure a place on a particular course. The balance of the course fees is due no later than 2 weeks prior to the commencement of the course.

Please refer to the Conditions of Enrolment for complete information on cancellations, refunds and postponements.

We look forward to hearing from you.

Yours sincerely,

The Teacher Training Department.