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**The information contained in this document is correct at the time of printing. ILA Vietnam reserves the right to amend any of the specified information in this document. Please check with ILA Vietnam for the latest details.**

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## Overview

### The course

Teaching English to speakers of other languages can be a highly rewarding career, offering the chance to live and work abroad. To be successful in this field, an internationally recognised teaching qualification is required.

The Cambridge CELTA is the most globally recognised English language teaching qualification.

This course provides the initial training leading to the Cambridge Certificate in English Teaching to Adults (CELTA). It is intended for those without previous teaching experience who wish to enter the English language teaching profession, as well as for teachers with some prior experience but no formal qualification in this field.

The CELTA is taught in 35 countries around the world. As such the course content is known and accepted throughout the ELT industry as a benchmark qualification, making it the most widely recognized TESOL / TEFL qualification on an international level. The University of Cambridge Local Examinations Syndicate is responsible for its validation and certification.

Cambridge CELTA graduates can be confident that their qualification will be viewed highly by future employers whether they are looking to work in native English speaking countries or non-native English speaking countries.

### What to expect

The 4-week course is highly intensive and requires a full-time commitment. Seminars, workshops and observations of experienced teachers take up roughly half the contact time. Teaching practice takes up the other half, and is conducted in small groups with a teaching practice supervisor. Teaching practice includes guided preparation of the lesson to be taught, and classroom teaching practice followed by analysis, reflection and feedback.

Completion of lesson planning, the four set written assignments and the portfolio of course work take place outside course contact time. Individual and group tutorials are held to monitor and discuss progress.

### The venue

Our teacher training courses take place in the context of a thriving language school, with access to the various resources and facilities of the institution, and to experienced teachers and trainers. The school itself is right in the middle of Ho Chi Minh City and the facilities are world class.

### Who can apply?

Candidates are usually university graduates, seeking their first EFL teaching qualification. They must have a minimum standard of education that would allow entry to higher education in their country. Candidates are not required to have English as their first language provided that their awareness and competence in written and spoken English enables them to follow the course without hindrance. The minimum age requirement for the course is 18.

## About the CELTA Course

### Course Description

- The CELTA course is conducted on a full time basis over 4 weeks at the ILA Training Centre in Ho Chi Minh City, Vietnam.
- It is highly practical and aims to lay a firm foundation upon which a teacher can build with experience.
- Teaching practice is a major focus of the course and is conducted with real students.
- The course deals extensively with analysis of English from a learner's perspective.
- Class sizes are small, with the maximum number of participants being 6 to one trainer and 18 per course.
- The course is designed to equip candidates with the teaching skills to teach adults in a variety of teaching contexts: general English, business English, exam preparation and academic English programmes.

The approaches and techniques learned on the CELTA can be used directly or adapted for teenage classes. However, classroom management issues will be very different with this age group to adults. As children (pre-teenage learners) learn in a completely different way only some of the techniques will be relevant. A Young Learners extension course (2 week course) will provide teachers with a solid grounding for teaching children and teenagers, particularly in the areas of classroom management and what types of activities and approaches will be of interest to these learners. ILA offers this course to teachers who sign a full-time contract to work with us for at least 1 year.

### Requirements

The course requires:

- a minimum of 120 contact hours between participants and trainers including input sessions, tutorial support, supervised lesson planning, peer observation and feedback on teaching practice.
- 6 hours' teaching practice with foreign learners observed by a trainer.
- 6 hours' directed observation of lessons taught by experienced teachers. 2 of these may be video observation.
- 4 written assignments of between 750 – 1000 words.

### Teaching Practice

During the mornings, trainees are split into smaller teaching practice groups, usually with 5 or 6 trainees. Each group has a tutor whose job is to help with preparing lessons, observe the teaching practice sessions and lead feedback sessions. Trainees will work with either 2 or 3 tutors on the course, depending on the size of the course or the amount of trainees for that month.

Trainees will teach a total of 6 hours on the course. Trainees do not teach every day of the course, although teaching does take place most days. When not teaching, trainees will observe their peers teaching practice sessions in order to give them helpful feedback on their own work, which, in itself will prove very beneficial and instructive to each trainee on the course.

The students will be "real, live" foreign students (Vietnamese) in classes specifically formed for the teaching practice sessions. Typically the classes will be of young adults aged between 18 and 26 with between 8 – 16 students. Trainees will teach at least two different levels, including a low level.

Initially trainees are given a great deal of help in preparing lessons, but as the course progresses, they will become more independent and require less direct support with lesson planning. We aim for trainees to be reasonably independent at planning lessons by the end of the course.

## Teaching Practice Feedback

Feedback on the lessons generally follows directly after and is on the same day as Teaching Practice. This is an opportunity for trainees to reflect on how they taught, to listen to their peers views and to hear the tutor's comments.

The aim is to give useful feedback honestly and supportively so that trainees can learn from their experience and put recommendations into practice when preparing future classes. The tutor will also provide some detailed written feedback.

## Input sessions

Each afternoon there are usually two or three workshops or seminars in which all course participants are together. These sessions are essentially practical, looking at ideas that can be immediately used in the classroom. For example, in the first week trainees might have seminars on "Task Based Learning", "Classroom management" and "Introduction to language analysis". The seminars are mainly on teaching methodology, although some sessions will focus on participants' awareness of the English language.

## Lesson Observation

Part of the programme will be devoted to lesson observation of experienced teachers. Trainees will see a normal English language class at work, which will help them to put some of what they're learning into perspective. There will be 6 hours of observation, 2 of which may be video observation.

## Workload

The CELTA course is conducted on a full-time basis with at least 3-4 hours of additional work required per weekday evening. Trainees will need to work at the weekends during the course. At least 6-12 hours of work should be expected on the weekends.

## Syllabus

### 1. Learners & teachers and the teaching & learning context

- Cultural, linguistics and educational backgrounds
- Motivations for learning English as an adult
- Learning and teaching styles
- Context for learning and teaching Varieties of English
- Multilingualism and the role of first languages

### 2. Language analysis and awareness

- Basic concepts and terminology used in ELT for describing form and meaning in language and language use
- Grammar - grammatical frameworks: rules and conventions relating to words, sentences, paragraphs and text
- Lexis: what it means to “know” a word; semantic relationships between words
- Phonology: the formation & description of English phonemes and the features of connected speech
- The practical significance of similarities and differences between languages
- Reference materials for language awareness
- Key strategies and approaches for developing learners’ language knowledge

### 3. Language skills: Reading

- Basic concepts and terminology used for describing reading skills
- Purposes of reading
- Decoding meaning within text
- Potential barriers to reading

### 4. Language skills: Listening

- Basic concepts and terminology used for describing listening skills
- Features of listening texts
- Potential barriers to listening

### 5. Language skills: Speaking

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

### 6. Language skills: Writing

- Basic concepts and terminology used for describing writing skills
- Sub-skills and features of written texts
- Stages of teaching writing
- Beginner literacy
- Spelling and punctuation within English

### 7. Planning and resources

- Principles of planning for effective teaching of adult learners of English
- Lesson planning for effective teaching
- Evaluation of lesson planning
- The selection, adaptation and evaluation of materials and resources in planning
- Knowledge of commercially produced resources and non-published materials and classroom resources

## 8. Developing teaching skills and professionalism

- The effective organisation of the classroom
- Classroom presence and control
- The use of teaching materials and resources
- Practical skills for teaching at a range of levels
- Monitoring and performing evaluations of adult learners
- Teaching practice and observation
- Evaluation of the teaching and learning processes
- Professional development: responsibilities and support systems

### Assessment

Assessment is criterion referenced, integrated and continuous. There is no formal final examination. The course and the assignments are of a highly practical nature. While classroom teaching practice is of the greatest importance, all aspects of performance and work done on the course are taken into consideration, including written work and overall professionalism.

Trainees are informed of their progress during the course by written commentary on their teaching practice and assignments, and by one-on-one tutorials. The course trainers assess candidates and an external assessor, appointed by Cambridge University, regulates the results to standardise grades.

The CELTA is awarded to candidates who satisfy all assessment criteria and complete all course requirements. The grades of the CELTA are Pass, Pass B, Pass A or "No Certificate Awarded".

## Entry Requirements for Candidates

No previous teaching experience is required, however Cambridge regulations state that candidates:

- must have an awareness of language and a competence in English, both written and spoken, that enables them to undertake the course and prepare for teaching a range of English levels.
- must be at least eighteen years old at the start of the course. It is generally recommended that candidates should be aged 20 and over, but candidates aged between 18 – 20 can be accepted at the centre's discretion.
- must have the potential to develop the necessary skills to become effective teachers and to successfully complete the written assignments and the assessment of practice teaching.
- should normally have, as a minimum entry requirement, a standard of education equivalent to that required for entry into higher education. However, candidates who do not have formal qualifications at this level who can demonstrate their ability to complete the course successfully may be eligible for entry.

All applicants must complete a pre-interview task (see the application pack) and have an interview. This interview will be conducted either through Skype or face-to-face for applicants who are already located within Ho Chi Minh City. The admission procedure is designed to safeguard applicant's interests.

### The written application:

- is designed to challenge you.
- needs to be completed carefully and thoroughly.
- shows you the areas you'll be involved in during the course.
- helps the centre to accept only those candidates who we think can successfully complete the course. This is a requirement by Cambridge.

### Course Fees and Schedules

Please visit our website for course fees and dates at <http://teachenglishilavietnam.com/celta-course.html>

### Applications and Inquiries

1. The application pack, including the written tasks, can be accessed on the website (<http://teachenglishilavietnam.com/celta-course.html>). Through the website, applicants should choose the 'Apply Now' button next to their preferred course date.
2. Should applicants have any questions or queries, or require a downloadable copy of the application form, an email should be sent to Mr. Simon Graham-Crichton at [celta@ilavietnam.edu.vn](mailto:celta@ilavietnam.edu.vn) or to [simoncrichton@ilavietnam.edu.vn](mailto:simoncrichton@ilavietnam.edu.vn)

**Simon Graham-Crichton (Mr.)**  
**Teacher Training Coordinator**  
**51 Nguyen Cu Trinh Street,**  
**District 1,**  
**Ho Chi Minh City,**  
**Vietnam.**

Upon reviewing the completed application, we will contact applicants directly to setup an interview should their application be successful.

## Supplementary Information

### A Sample Timetable (may vary during actual course)

Date	Sessions				Notes	
<b>Day 1</b>	Learner and Teaching Styles		Lesson Planning: A first glimpse		Tutor Observation. Course Overview & Introduction.	
<b>Day 2</b>	Introduction to Language Analysis		Receptive Skills: Listening		Teaching Practice 1 (Group 1)	
<b>Day 3</b>	Presenting Lexis		Checking Meaning: CCQs and Timelines		Teaching Practice 1 (Group 2) Assignment 1 Set (LRT)	
<b>Day 4</b>	DVD Observation (1) Test Teach Test Presenting Language (1)		Introduction to Lesson Planning		Teaching Practice 2 (Group 1)	
<b>Day 5</b>	Phonology 1: Drilling, Stress and Intonation		Presenting Language (2) Presentation Practice Production – Week 1 Review		Teaching Practice 2 (Group 2)	
<b>Weekend 1</b>						
<b>Day 6</b>	Language Practice		Classroom Management		Assignment 1 Due (LRT) Assignment 2 Set (FOTL) TP 3 (Group 1)	
<b>Day 7</b>	Test Teach Test Review		Presenting Language (3) Language from texts		TP 3 (Group 2)	
<b>Day 8</b>	Receptive Skills: Reading		Phonology 2: Phonemic Chart & Connected Speech		TP 4 (Group 1) Stage 2 Tutorial Preparation Assignment 3 Set (LSRT)	
<b>Day 9</b>	Productive Skills: Speaking		DVD Observation (2) Functions and Drilling		TP 4 (Group 2) Give Back Assignment 1 (LRT) Tutorial Preparation	
<b>Day 10</b>	Error Correction	Productive Skills: Writing	Guided Discovery	Stage 2 Tutorials	Assignment 2 Due (FOTL)	
<b>Weekend 2</b>						
<b>Day 11</b>	Functional Language		Lesson Planning Review		TP 5 (Group 1)	
<b>Day 12</b>	Language Analysis Review		Recycling Language		TP 5 (Group 2) Assignment 3 Due (LSRT) Give Back Assignment 2 (FOTL)	
<b>Day 13</b>	Skills Review		Study Time		TP 6 Group 1)	
<b>Day 14</b>	Lesson Preparation and Self Study Time					TP 6 (Group 2)
<b>Day 15</b>	DVD Observation (3)	Task Based Learning	Stage 3 Tutorials / Prep	Dictation and Dictogloss	Assignment 4 Set (LFTC) Assignments 1 & 2 Resubs Due (LRT & FOTL) Give Back Assignment 3 (LSRT)	
<b>Weekend 3</b>						
<b>Day 16</b>	Low Preparation Activities		Stage 3 Tutorials & Study Time		TP 7 (Group 1) Assignment 4 Due (LFTC) Assignment 3 Resub Due (LSRT)	
<b>Day 17</b>	Beginners and Literacy		Teaching Young Learners		TP 7 (Group 2) Stage 3 Tutorials Give Back Assignment 4 (LFTC)	
<b>Day 18</b>	Testing and International Exams		Using Technology		TP 8 (Group 1)	
<b>Day 19</b>	Teaching in Different Contexts		Careers and Professional Development ILA HR Meet and Greet		TP 8 (Group 2) Assignment 4 Resub Due (LFTC)	
<b>Day 20</b>	Goodbye to the students / TP Party		End of course evaluation / Final CELTA 5 administration / Materials Administration			
<b>Course End</b>						

## Assignments

- 1 = Language Related Tasks (LRT)
- 2 = Focus on the Learner (FOTL)
- 3 = Language Skills Related Task (LSRT)
- 4 = Lessons from the Classroom (LFTC)

## Course Trainers

Our course trainers are highly competent and experienced Cambridge approved teacher trainers. They are employed by ILA specifically to manage and deliver the CELTA course.

As fully trained professionals, with many years of experience of ELT classroom teaching, our trainers are both authoritative and informed.

It is perhaps the personal commitment that ILA teacher trainers bring to the courses they teach however, which make them stand out; a good trainer has to be keen to continue developing themselves as trainers, has to respect their trainees and has to love their job to do it well.