

••• **Trainer's Manual**

The
CELTA
Certificate in Teaching English to Speakers of Other Languages
Course
Second Edition

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Introduction

What is *The CELTA Course*?

The CELTA Course is a coursebook for participants on the CELTA course. For more information about CELTA, visit the Cambridge English website:

<https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/>

The CELTA Course is appropriate for either classroom use or a synchronous online programme, and covers all the main content areas addressed in CELTA. Much of the material could also be easily adapted to suit asynchronous delivery too. The book aims to provide trainers with ready-made lesson plans that can be tailored and adapted to meet the needs of their particular trainees. It thus saves on preparation time, as well as reducing the need to prepare and copy session handouts. It also provides a basis around which new centres can design and structure their courses. Finally, it provides trainees with a compact record of their course, which they can consult both during the course and afterwards.

What does *The CELTA Course* consist of?

The CELTA Course consists of two components:

- *Trainee Book*: this includes material to be used in input sessions on the course, plus advice concerning the practical and administrative aspects of the course, along with a file of useful reference material.
- *Trainer's Manual*: this includes guidance and advice as to how best to exploit the material in the trainee book, as well as, where necessary, photocopiable material to supplement sessions.

The bulk of the course comprises 40 units, each representing an input session of between 45 to 90 minutes. These are grouped under the five main topics of learning:

- 1 Learners and teachers, and the teaching and learning context
- 2 Language analysis and awareness
- 3 Language skills: listening, reading, speaking and writing
- 4 Planning and resources for different teaching contexts
- 5 Developing teaching skills and professionalism

The sequencing of units within these broad topics has been governed by a number of factors. These include:

- *developmental*: topics considered to be more fundamental – such as classroom management – are dealt with before topics that can be safely postponed until later in the course, such as preparing for the workplace
- *thematic*: topic areas that are related are usually sequenced together
- *conventional*: topics that – for whatever reasons – are conventionally dealt with early in most courses precede those that are conventionally dealt with later

However, it is not expected that trainers will necessarily follow the sequence of units in exactly the order that they are presented. (For more on how to use the course, see below.)

Each unit comprises a number of tasks, starting with a warm-up task and concluding with a reflection task.

As well as the input session tasks, the **Trainee Book** includes the following features:

- **Teaching practice:** This section consists of practical advice for trainees, as well as a bank of TP reflection tasks
- **Classroom observation:** This section consists of a bank of observation tasks for use in observing experienced teachers (as part of the course requirements) and TP
- **Guide to tutorials** and **Guide to written assignments:** These sections include advice as to how trainees should interpret the assessment criteria, and how they can best prepare for tutorials
- **Resource file:** This section includes:
 - a bank of 5-minute activities
 - a guide to the main English verb forms
 - a glossary
 - a recommended reading list and relevant website addresses

The **Trainer's Manual** consists of:

- a guide for each unit on how to set up activities, suggested variants, and expected answers to tasks
- optional (photocopiable) materials for some units
- **Teaching practice:** some guidelines on how to organize TP, write TP points, and give TP feedback
- **Classroom observation:** some suggestions as to how to get the most out of this component of the course
- **Review quiz:** a photocopiable review boardgame for trainees

How should *The CELTA Course* be used?

Each CELTA centre will design and run its courses according to its own particular circumstances and needs. Hence, *The CELTA Course* has been designed with flexibility and adaptability in mind. Course trainers are invited to select only those elements that meet the needs and syllabus specifications of their particular courses: it is not expected, for example, that they will do *all* the units and *all* the tasks in the book (for one thing, there is unlikely to be sufficient time on most courses), nor that they will do the units in the order that they occur in the book. To this end, the units have been written as far as possible as stand-alone entities.

When using the material, however, trainers should observe certain core principles that are intrinsic to the CELTA scheme. These are that the course is:

- **practical:** The CELTA is an introductory course, and as such it has to be very practical. This does not mean avoiding theoretical issues, but simply that input sessions should always be firmly grounded in classroom practice. This may mean starting with a discussion of classroom experiences, drawing out some basic principles, and returning to classroom practice through the analysis and evaluation of classroom materials.
- **integrated:** In keeping with the above point, emphasizing the interconnectedness, not only of theory and practice, but also of the different strands of the course, should be a priority. These strands include the input sessions, TP, classroom observation, and the written assignments. Trainers should seek every opportunity to draw connections, and to encourage trainees to make these connections for themselves. One way of doing this, for example, is to adapt some tasks so that they anticipate forthcoming teaching practice points, or to choose, as example material, extracts from the coursebooks the trainees are using in their TP. Likewise, TP reflection tasks

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and classroom observation tasks can be chosen so that they tie in with areas of content that have been dealt with – or are about to be dealt with – in the input sessions. Similarly, opportunities to recycle themes that have been dealt with at an earlier stage in the course should be exploited. For example, when dealing with an area of language awareness, such as tense and aspect, there will be opportunities to review approaches to grammar presentation and practice.

- **experiential:** A core principle of the CELTA course is the notion that learning is optimized if it is driven by personal experience. To this end, trainers are recommended to include demonstrations of classroom procedures in the sessions, where the trainees experience classroom techniques as learners, and reflect on their experience. Many of the tasks in the book can be substituted with actual demonstrations, and these are flagged in the Trainer's Manual.
- **co-operative:** The course has been prepared for use as part of group study (as opposed to self-study), and as such exploits the communal and collaborative nature of the CELTA, where trainees frequently work together in pairs or small groups in order to compare experiences, complete tasks, debate issues, evaluate materials, or design lessons. For each task, the Trainer's Manual suggests an appropriate way of setting up the activity and how it might be conducted. There is an emphasis on pair and group work with a reporting-back stage, thus mirroring the learner-centred principles that trainees will usually be expected to apply in their own teaching. It is important that the training should take place in a space that is conducive to a variety of different working patterns, whether the course is run online or face-to-face.
- **reflective:** A key component of the experiential learning cycle is reflection; for this reason every unit ends with a reflection task. However, reflection can be built into the course at other points too. For example, after trainees have experienced an activity as if they were learners, they can then reflect on their experience in order to extrapolate principles that might apply when setting up the same or similar activities as teachers.

We hope that *The CELTA Course* provides support for both trainees and trainers throughout the course and beyond.