

## ***The CELTA course is now officially 100% Online.***

The British Council Krakow has been offering fully online CELTA courses since June 2020 as an authorized centre in alignment with Cambridge English specifications. Opting for the online CELTA brings the advantage of gaining valuable experience in online English teaching, while receiving the same prestigious qualification as the face-to-face CELTA. Upon successful completion, you'll be awarded an official certificate that mirrors the face-to-face version.

Our online CELTA program spans 5 weeks and comprises a comprehensive 120-hour curriculum. It serves as an intensive initial training course designed for both novice educators without prior teaching experience and fairly seasoned professionals seeking further growth and refinement.

Scheduled from Monday to Friday, the course structure allows you the freedom to enjoy your weekends without mandatory online meetings or teaching obligations. However, please bear in mind that the CELTA journey is rigorous and immersive. Weekends could potentially offer you the chance to finalize assignments, craft upcoming lessons, and organize your notes for optimal progress.

We are committed to providing you with a holistic and enriching learning experience, and we look forward to guiding you on this rewarding educational journey.

## **Starting Online Teaching Practice**

Online teaching and leading a lesson on a digital platform is a relatively new phenomenon but if you are generally accustomed to interacting online via Skype etc., it turns out not to be as challenging as you might think. During the first week, you will have the opportunity to adapt to the platform/the virtual classroom by attending input sessions, trying out a very short enjoyable lesson with the practice students that are not assessed or graded. You will also have the chance to observe experienced teachers teaching online and face to face classes. In the following weeks, you will teach your CELTA lessons once or twice a week. Assessed TP practice begins in week 2.

## ONLINE TEACHING PRACTICE

This starts 10 am and there will typically be 2 or 3 45 min lessons (one per teacher) plus a break between the lessons. It is the central part of the course – since it is how you perform in the classroom that will be primarily reflected in your final grade.

You'll be teaching normally about 12 students – these are mostly Polish students who are keen to participate and have a keen interest in learning English. The students are fully aware of the fact that they are being taught by trainee teachers and not experienced teachers and so they are very supportive and quite easy to teach in many ways.

Now, we'll look at how the classes and your teaching practice is organized throughout the five weeks of the course. You'll teach **two** different levels – a lower level class and a higher level class. One of these levels you'll teach for 4 lessons, then you'll switch to a new level for **the next 4 lessons**. In total, you'll teach **6 hours** throughout the length of the course – 3 hours for each level.

The lessons are observed and assessed by a CELTA Tutor who takes notes to be able to help you see your lesson from a different perspective afterwards.

## PEER OBSERVATION during Teaching Practice

Your lessons are also observed by the other trainees, who will offer some constructive praise and possibly points to think about for future lessons. Everyone benefits from seeing what other teachers do, seeing what works and what doesn't, and finding out why. Before and after your lesson, you will be observing your peers to see how they are doing and taking notes for later peer feedback.

## Teaching Practice FEEDBACK

After the lessons are over, if you've taught on this particular day, you'll be asked to reflect on your performance, recognizing the strengths and weakness of your teaching.

Feedback on your performance comes in two components – oral and written tutor comments - and they both form part of your assessment.

In your oral feedback, you'll interact with the tutor plus the other members of the TP group and together comment on what seemed to work, what the students responded well to during the two hours but also on what maybe went less well than expected, the reasons behind that, as well as what could be done in future situations of that type to make sure they go better.

In your tutor's written feedback, you'll receive a stage-by-stage commentary of what the tutor observed during your teaching slot. There's also a summary of the strengths and development needs emerging from that lesson (and lesson plan) and a statement of achievement as to whether the lesson is **to, above, or below standard** for that stage of the course.

## Teaching Practice PREPARATION

After lunch, you have a consultation period with the tutor on your upcoming lesson. This is TP prep – teaching practice preparation.

At first, you'll be given everything you need to teach – what to teach and how to teach it. The what-to-teach comes in the form of course book materials. Later we'll naturally expect and encourage you to become more independent in your planning and, having seen the basic lesson shapes and observed these in action. In the latter half of the course, you can still ask tutors about any aspect of your lessons.

## INPUT SESSIONS

In the afternoon (or morning if no teaching), there will be synchronous and asynchronous input throughout the course, which provides helpful concepts, techniques and ways of thinking about teaching that you can apply to your next lessons. Input will be in the form of live sessions on Zoom. These sessions will be led by the CELTA tutors and will entail you working with other candidates on tasks, discussions, microteaching and other activities to help you conceptualise various aspects of teaching and consider the practical implications for the classroom. Asynchronous input will take the form of tasks on a Cambridge-designed Moodle platform which includes audio and short videos that you can consume in your own time.

## LESSON GRADES AND YOUR FINAL GRADE

**Let's briefly outline how lesson performance relates to your grade at the end of the course.**

It's important to realize that the final grade is **not** an averaging of all the lesson grades you do on the course. Your final grade reflects what you are consistently able to do **by the end of the course**. So, you might start unsteadily, but, by the end be very solid in your teaching performance, and the grade reflects this – your end-point in your development as a teacher by the end of the course.

## ASSIGNMENTS

These are **4** pieces of written work – they are very practically orientated – they only focus on your teaching to date on the course. Here’s what these assignments are about in chronological order as they set up and due on the course.

1. First, **LANGUAGE RELATED TASKS**. This is basic language analysis for teaching purposes. Around 3 grammar structures and 3 lexical items need to be researched in depth – you’ll use dictionaries, grammar books and other sources for your own research and analysis of these items.
2. The second is called **SKILLS ASSIGNMENT**, and it looks at your ability to devise a lesson around a piece of authentic material – material not designed for teaching. So you’ll receive a text, (a reading), and describe how you’d exploit this text for classroom purposes by coming up with tasks you could do with it in the classroom. To help you, there are input and Moodle sessions on receptive skills, speaking skills and writing, so you will have plenty of ideas to choose from.
3. The third assignment is called **FOCUS ON THE LEARNER**– here you’ll be asked to write a detailed profile of one of the learners in your class: their needs, motivations, level, preferences as well as common errors you’ve gathered from them during an interview you conduct, as well as anything you’ve heard them say or seen them write. In the final section of the assignment, you will gather together some supplementary materials and say how you’d use these to help the students with some of the errors/problem areas that you identified earlier. To assist you with this assignment, there is an input session on learner styles, some sessions on certain tricky language areas as well as three on different areas of pronunciation.
4. The last assignment is called **LESSONS FROM THE CLASSROOM** and in this you record your reflections on your observations of yourself and other teachers and conclude what lessons you’ve drawn from that. You also draw up a mini-action plan for how you intend to develop after the course.

These assignments are 750-1000 words each and you have around a week to do them. There’s a detailed rubric for each and, as mentioned, certain input sessions will help you with particular sections of these assignments. In fact, almost everything you do on the course in some way feeds into these assignments so they provide an effective means of reviewing and consolidating what you’ve taken on board during the course. To help with the assignments, there is a sample model of parts of the assignment and an FAQ to look through for each one.

## OBSERVATIONS OF EXPERIENCED TEACHERS

Over the course, you'll observe 6 hours of teaching, both video of face-to-face teaching and recordings of online lessons. This will help you to see the similarities as well as differences between these formats of teaching, which we will also discuss.

## POSSIBLE FINAL GRADES

There are 4 possible final grades:

◆ **Pass 'A'** [for outstanding teaching as well as creative and independent planning & awareness of teaching and learning principles, – a double distinction]

◆ **Pass 'B'** [for excellent classroom teaching – a distinction] ◆ **Pass** [by far the majority of candidates pass the course] ◆ **Fail** [quite rare]

Note that just attending the course does not guarantee a pass. You need to be prepared to work hard and put a lot of effort in to pass the course. For the purposes of your British Council report, which you receive along with the Cambridge certificate, the pass is divided into separate bands weak/mid/strong. On the Cambridge certificate, there is simply Pass, Pass 'A' or Pass 'B'

The final grade is based on **teaching practice + planning skills + written assignments** and your awareness of teaching and learning principles - the latter coming through in your contributions to the input sessions, in your contributions to the feedback sessions, and from your assignments, as well as flexibility and insights shown in the lessons. There's no official examination of any kind used to assess you on the course – you're simply building up a portfolio of work all of which goes into a file and is also externally scrutinized at by a Cambridge-appointed assessor who comes to the centre near the end of the course. He/she inspects the files, observes some lessons, has a meeting with the candidates, and following feedback, there is a meeting with the tutors.

## TUTORIALS

There are two tutorials during the course (after week two and in week four) to give you a personal update on your progress and work up an action plan for development of your teaching. The second one of these involves a one-to-one meeting with your tutor.

## HOW TO APPLY

If you have any questions about all this or any other aspect of the course, please feel free to ask the interviewer in the third part of the interview or email us at [CELTA@britishcouncil.pl](mailto:CELTA@britishcouncil.pl)

To apply, simply fill in the pre-course application form and task, available for download from the website and send it to [CELTA@britishcouncil.pl](mailto:CELTA@britishcouncil.pl)

On receipt and acceptance of the application and task, we will contact you to arrange a time for the interview.

After a successful interview, you will be accepted onto the course of your choosing which has free places.