



# EFA CELTA GUIDEBOOK

CELTA face to face intensive course

## Alice, Humpty Dumpty, and the Jabberwocky

“You seem very clever at explaining words, Sir,” said Alice. “Would you kindly tell me the meaning of the poem called ‘Jabberwocky’?”

“Let’s hear it,” said Humpty Dumpty. “I can explain all the poems that were ever invented—and a good many that haven’t been invented just yet.”

This sounded very hopeful, so Alice repeated the first verse:

’Twas brillig, and the slithy toves  
Did gyre and gimble in the wabe;  
All mimsy were the borogoves,  
And the mome raths outgrabe.

“That’s enough to begin with,” Humpty Dumpty interrupted: “there are plenty of hard words there. ‘*Brillig*’ means four o’clock in the afternoon—the time when you begin *broiling* things for dinner.”

“That’ll do very well,” said Alice: “and ‘*slithy*’?”

“Well, ‘*slithy*’ means ‘lithe and slimy.’ ‘Lithe’ is the same as ‘active.’ You see it’s like a portmanteau—there are two meanings packed up into one word.”

“I see it now,” Alice remarked thoughtfully: “and what are ‘*toves*’?”

“Well, ‘*toves*’ are something like badgers—they’re something like lizards—and they’re something like corkscrews.”

“They must be very curious looking creatures.”

“They are that,” said Humpty Dumpty: “also they make their nests under sun-dials—also they live on cheese.”

“And what’s the ‘*gyre*’ and to ‘*gimble*’?”

“To ‘*gyre*’ is to go round and round like a gyroscope. To ‘*gimble*’ is to make holes like a gimlet.”

“And ‘*the wabe*’ is the grass-plot round a sun-dial, I suppose?” said Alice, surprised at her own ingenuity.

“Of course it is. It’s called ‘*wabe*,’ you know, because it goes a long way before it, and a long way behind it—”

“And a long way beyond it on each side,” Alice added.

“Exactly so. Well, then, ‘*mimsy*’ is ‘flimsy and miserable’ (there’s another portmanteau for you). And a ‘*borogove*’ is a thin shabby-looking bird with its feathers sticking out all round—something like a live mop.”

“And then ‘*mome raths*’?” said Alice. “I’m afraid I’m giving you a great deal of trouble.”

“Well, a ‘*rath*’ is a sort of green pig: but ‘*mome*’ I’m not certain about. I think it’s short for ‘from home’—meaning that they’d lost their way, you know.”

“And what does ‘*outgrabe*’ mean?”

“Well, ‘*outgrabing*’ is something between bellowing and whistling, with a kind of sneeze in the middle: however, you’ll hear it done, maybe—down in the wood yonder—and when you’ve once heard it you’ll be *quite* content. Who’s been repeating all that hard stuff to you?”

“I read it in a book,” said Alice. “But I had some poetry repeated to me, much easier than that, by—Tweedledee, I think it was.”

“As to poetry, you know,” said Humpty Dumpty, stretching out one of his great hands, “*I* can repeat poetry as well as other folk, if it comes to that—”

“Oh, it needn’t come to that!” Alice hastily said, hoping to keep him from beginning.

“The piece I’m going to repeat,” he went on without noticing her remark, “was written entirely for your amusement.”

Alice felt that in that case she really *ought* to listen to it, so she sat down, and said “Thank you” rather sadly.

*Lewis Carroll*  
*Through the Looking Glass*

## Efa CELTA Guidebook

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## Introduction

Welcome to your CELTA course!

The CELTA is a notoriously challenging, and sometimes life-altering course. This is true for the experienced teacher and the neophyte alike, though for different reasons. What is clear is that it is often a unique experience in the life of an EFL teacher, sometimes joyful, sometimes overwhelming, and always fruitful.

Our EfA CELTA Guidebook aims to help make the CELTA journey as smooth as possible, by bringing together in the same document information about the various components of the course. The information in this guidebook will give you a detailed overview of how we run the course, and provide you with the proper foundations to prepare for it, enroll, and succeed.

## Course Components

There are four main components to the course.

- **Teaching practice:** You teach real students for at least six hours, usually divided into 8 separate 45-minute lessons. Each of these lessons is assessed as “To Standard” or “Not to standard.” You may also teach unassessed lessons, with the aim of helping you become familiar with their students and/or the teaching mode (Zoom or face-to-face) in a less stressful environment. You will receive support in preparing for teaching practice in the form of assisted lesson planning sessions with your tutors and fellow candidates.
- **Assignments.** There are four assignments which deal with different aspects of English language teaching. They are highly practical in nature, and aim to reinforce skills and concepts being learned on the course, with the compounded benefit of improving your performance when planning and teaching your lessons. They are not long, nor do they have to be highly theoretical. You may resubmit each assignment once, and you must pass at least 3 out of the 4 assignments to pass the course.
- **Observations of experienced teachers.** You will be watching at least 6 hours of experienced teaching on the course. This will include two demonstration lessons, taught by each of your trainers to your future teaching practice students. The remaining hours of observations will include video and/or live observations taught either at or close to the course venue site.
- **Input.** These are tutor-led sessions that will instruct you on various aspects of EFL, ranging from classroom management to lesson planning, language awareness, and becoming a reflective practitioner. Skills and concepts learned here will translate immediately into your classroom and lesson planning practice. Attendance is mandatory.

## Teaching Practice

### *Overview*

There will be six hours of assessed teaching practice, all of them taught at our center in downtown Meknes. These six hours are divided into 8 lessons of 45 minutes each.

You will be a member of one of a “teaching practice (TP) group,” of a maximum of 6 candidates. After the fourth assessed teaching practice session, you will switch to a new class of TP students which will have a different level from the first class. Simultaneously, you will switch tutors. This is per Cambridge guidelines: candidates must teach at two distinctly different levels while on the course, and be trained equally by at least two different tutors.

### *Demonstration Lessons*

On the first day of the course, you will watch you trainers teach a demonstration lesson to your future TP students.

When candidates switch levels half-way through the course, they watch a demonstration lesson taught by their new tutor to their new students.

Each demonstration is 90 minutes long, and is further broken down into two distinct 45-minute lessons, one teaching a skill, and the other a system (e.g., lexis or grammar).

The aims of the demonstration lesson are:

- To allow you to see your future students in the classroom before you have to teach them;
- To allow you to get to know your trainers better;
- To see exactly what can be done in a 45-minute lesson (a big challenge to new teachers is limiting the amount of content they aim to teach so that it matches the time available to teach it);
- To give you opportunity to start preparing for your first assignment (Focus on the Learner);
- To meet the requirement of watching 3 hours of live experienced teaching on face-to-face CELTA courses.

### *Unassessed Lessons*

In order to give our candidates more support, we give them the opportunity to teach one unassessed mini-lesson when you switch the new level, half way through the course. This aims to ease the transition to your new class and the new level. The day after watching their new tutor teach a demonstration lesson, each member of a 6-person TP group will teach a mini-lesson of about 20 minutes in length.

Hence, a candidate whose TP group teaches the upper-intermediate level first will have the following TP rota:

Level	Assessed / Demonstration	TP number and time teaching
Upper-intermediate	Demonstration lesson	90 minutes
Upper-intermediate	Assessed	TP 1—45 minutes
Upper-intermediate	Assessed	TP 2—45 minutes
Upper-intermediate	Assessed	TP 3—45 minutes
Upper-intermediate	Assessed	TP 4—45 minutes
Switch Modes / Level / Trainer		
Pre-intermediate	Demonstration lesson	90 minutes
Pre-intermediate	Unassessed	20 minutes
Pre-intermediate	Assessed	TP 5—45 minutes
Pre-intermediate	Assessed	TP 6—45 minutes
Pre-intermediate	Assessed	TP 7—45 minutes
Pre-intermediate	Assessed	TP 8—45 minutes

A trainer whose TP group teaches pre-intermediate learners first will have the following TP rota:

Level	Assessed / Demonstration	TP number and time teaching
Pre-intermediate	Demonstration lesson	90 minutes
Pre-intermediate	Assessed	TP 1—45 minutes
Pre-intermediate	Assessed	TP 2—45 minutes
Pre-intermediate	Assessed	TP 3—45 minutes
Pre-intermediate	Assessed	TP 4—45 minutes
Switch Modes / Level / Trainer		
Upper-intermediate	Demonstration lesson	90 minutes
Upper-intermediate	Unassessed	20 minutes
Upper-intermediate	Assessed	TP 5—45 minutes
Upper-intermediate	Assessed	TP 6—45 minutes
Upper-intermediate	Assessed	TP 7—45 minutes

### *Teaching Practice Points*

At the beginning of the course you will receive a document called the TP rota which makes it clear exactly who you are teaching, when, with which tutor, and in which mode. Below is a sample TP rota.

For the first stage of the course, your tutors will be providing you with the aims for your teaching practice together with an outline (either verbal or written) of how to go about it. These are called teaching practice (TP) points.

You will gradually become more self-reliant as the course progresses and your ability develops. We aim for you to be reasonably independent by the end of the course, but since you are all individuals, you will do this at your own speed.

One thing your trainers always keep in mind when writing your TP points is your “balance of lessons.” Cambridge requires that candidates teach a wide variety of lesson types (e.g., grammar, lexis, listening, functions, etc.), and your trainers will be careful to give you as wide a palette of different lesson types to teach from.

During the final stage of the course (typically the last two teaching practice sessions), you will be writing your own teaching practice points. Your tutors will give you help with this when the time comes. One of the things you will have to keep in mind at this point is your balance of lesson types taught so far on the course.

### ***Teamwork and creativity: striking a balance***

Teaching practice is organized into **daily 2h15 min slots**, during which TP students attend three 45-minute lessons taught by three different teachers. Consequently, on a course with full TP groups (6 candidates per TP group), each teacher typically teaches every other day.

To make things easier for both the teachers and the students, your TP points often seek to mold the three discrete lessons of each 2h15 TP session into one contextualized whole. Consequently, there is often an intrinsic connection between the lessons.

TP points are intended as guidelines, and aside from the lesson focus (which must match those in your TP points, in order to ensure a balance of different lesson types) there is not much you can't change in them, provided changes to individual lessons don't affect the other lessons being taught on that day.

Finally, while we want you to innovate and be creative, we also want you to take advantage of your trainers' experience and expertise. If you have plans to make major changes to your lesson, it's a good idea, if possible, to consult your trainer first.

### ***Assisted Lesson Planning—or “Bring your knives with you to the kitchen”***

In addition to your TP points, you will have the opportunity to sit and plan your lesson in detail with your trainer, alongside the other members of your TP group. The best way to take advantage of these sessions is to come to them prepared, having looked through both the TP points and the assigned lesson materials, armed with questions about how to plan your lesson. If assisted lesson planning sessions are the kitchen in which your lesson plans are concocted, don't forget your knives.

Lesson planning sessions are communal and collegial: you will take part, along with your trainer and other candidates, in planning and adapting materials for each of the lessons taught by your TP group. This means that although you'll only be teaching 9 times (including unassessed lessons), you'll participate in, and learn from, the planning of over 50 lessons during your CELTA course.

To take full advantage of this crash course in lesson planning, it's a good idea to read not only your own TP points, and look through your own lesson materials, before coming to lesson planning session, but also those of your fellow candidates. This will of course require you to use one of the essential skills to take full advantage of the CELTA course: time management.

### ***Criteria and assessment***

You are observed by your trainer whenever you teach an assessed lesson, and you are given both oral and written feedback. The criteria for assessment is in the CELTA syllabus, and also included at the end of this guide, and is referred to in the written feedback document.



Criteria apply progressively, though, such that you will be assessed on only a handful of criteria at each stage of the course. Below is a diagram which illustrates which areas of classroom teaching and planning will be assessed at each stage of the course.

<p><b><i>TP 1 and 2: Classroom management</i></b></p> <ul style="list-style-type: none"><li>• Rapport</li><li>• Management (instructions, grouping students, eliciting, monitoring, feedback)</li><li>• Awareness of self and students</li><li>• Use of whiteboard / screen</li><li>• Graded language</li></ul>
<p><b><i>TP 3, 4 and 5: Lesson aims and language</i></b></p> <ul style="list-style-type: none"><li>• Achievement of lesson aims</li><li>• Completion of sufficient language analysis</li><li>• Awareness of errors and correction (language and phonology)</li><li>• Pacing and timing</li><li>• Provision of language practice</li><li>• Concept checking</li><li>• Contextualization of language</li><li>• <i>(Continual focus on Stage 1 aspects)</i></li></ul>
<p><b><i>TP 6, 7 and 8: Variety and student-centeredness</i></b></p> <ul style="list-style-type: none"><li>• Balance and variety of activities</li><li>• Student-centered correction</li><li>• Monitoring and dealing with errors</li><li>• Selection of language items based on students' needs</li><li>• Student-centered activities</li><li>• Relinquishing control over lessons</li><li>• <i>(Including aspects of Stages 1, and 2)</i></li></ul>

### ***When you are not teaching – ‘TP Etiquette’***

Teaching practice (TP) is a large component of the CELTA course and provides you with the experience of being a teacher in the classroom. By the time the course finishes, if you’ve used this experience wisely, you’ll feel comfortable being in a class, around students and teaching English.

During TP, you’ll spend some time teaching but the majority of the time you’ll be observing: observing the teacher, observing the students, observing materials in use and observing good (and bad!) use of the board. These observations then form the basis for discussions during feedback.

To help you make the most of your time observing classes and to ensure that you don't disrupt the teachers and/or students during a lesson, we've put together the following list. If anything on this list is unclear – ask your tutor for clarification!

- When you are not teaching, your task is to complete that day's TP observation task and to take notes on your fellow trainees' teaching. You will need this information to get the most out of TP and to contribute to feedback after.
- TP is not the time for future lesson preparation, other unrelated work or sleeping.
- Leaving to use the restroom is fine but nothing else. Making calls, photocopying, getting drinks, etc. needs to be done before or after (but not during) TP.
- If you need to enter a classroom when a class is underway, it is courteous to stand by the door quietly until the lesson has reached a convenient point to get the teacher's attention e.g., the students are doing a speaking activity or they are getting up to change seats.
- During listening activities try your hardest not to make any noise—this goes for the teacher as well as the trainees.
- Talking with other trainees is fine if it does not disrupt the class. When students are silent and the teacher is talking you should also be silent.
- If you need to eat during TP, ensure it is not disruptive. Drinking water is fine, and some small snacks. You may not, however, eat your entire lunch or chips or an apple: it's too noisy and TP observation is not the time or place.
- Avoid talking to the students. If there's a problem with the students, leave it to the teacher to sort it out.

## ***Self-reflections***

After TP, you receive both oral and written feedback.

But first, the teachers who taught should fill in self-reflection sheets (see appendix) about their own lessons. The ability to reflect on and evaluate your own teaching is an essential requirement of the course and a criteria for assessment. Self-reflections will be included in your portfolio.

Importance will be given to the clarity of your critical evaluation of what happened in the class, i.e. what went well, what went not so well, why, and how you might do things differently a second time. As with other aspects of your teaching, the quality of your self-reflections is expected to improve as you move through the course and your awareness of best practices evolves.

## ***Feedback***

All the day's lessons are discussed in a group setting. You will be expected to evaluate and make constructive comments on your own and your colleagues' teaching.

Those who taught are also given the written comments of the tutor who observed the lesson.

While feedback aims to be constructive and supportive, it will sometimes be necessary for the tutor to be explicit about the areas that you need to work on. As this is a course in which you have to put into practice what you learn in order to make progress, it requires you to be able to apply the information that you get in feedback to subsequent lessons. It is therefore very important that you be open to feedback, and flexible in your approach.

Oral feedback is followed by written feedback, during which explicit reference is made to the criteria for assessment. Occasionally people manage to convince themselves that the tutor's comments have concentrated more on their weaknesses than their strengths. The tutor may indeed have said and written more about your lesson's weak points because it is helpful to explain why there was a problem and how it could be rectified whereas recognition for something that went well may only require a few words. However, you should not feel that just because it is briefer, the praise carries less weight. Actually, it carries more!

## ***Lesson plans***

Lesson planning is the cornerstone of successful teaching, and your ability to plan appropriately is a key component of assessment on the course. Indeed, much, if not most of your study time when not in sessions will be devoted to planning your next teaching practice lesson.

To help support you with this, we provide you with lesson planning templates to use which, taken together, make up your lesson plan. These must be handed in to your trainer at least an hour before the start of the teaching practice session during which you are planning to use them. Your trainers will comment on them, and use them to write a running commentary of your lesson.

As with other aspects of the course, we aim to build up slowly and progressively. At the beginning of the course, you won't have to hand in all the documents that will be expected of you at later stages.

<b>TP #*</b>	<b>Documents to hand in</b>
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1	Procedure page
2	Procedure page and front page
3	Procedure page, front page, and language analysis

*\*You do not need to hand in lesson planning documents for your unassessed lessons.*

In addition to the documents listed above, you must also hand in to your trainer all the lesson materials you will be using during the lesson. After you have taught your lesson, you will hand in your self-reflection sheet.

All of the above should be uploaded to your portfolio, on the Google Drive. Copies can be found in the appendix.

## ***Observation Tasks***

One of the compulsory components of the course is the observation of other teachers. These observations are invaluable in giving you insights into new teaching ideas, classroom techniques, presence, and also an ideal way to observe the students and how they respond and work.

In addition to observing your colleagues teach, you will also be observing your trainers during their “demonstration lessons” and other experienced teachers (either on video, online, or in person).

In order to help you get the most of your observations, your trainers will sometimes provide you with “observation tasks.” These may not be collected by your trainers, but they are meant to help the trainee teacher to focus on and notice relevant aspects of the lesson, with regards to both the lesson content and the stage of the course. Your trainer will tell you which observation task to use ahead of each lesson.

The observation tasks can be found in the appendix.

## **Assignments**

### ***Overview***

The four assignments to be done on the course are highly practical in nature, and are designed both to improve your theoretical knowledge, and to help you improve techniques and strategies to succeed in teaching practice. The four assignments are:

- **Focus on the learner.** You will analyze the errors of your learners and select or design tasks to help them fix problem areas in two domains: pronunciation and grammar.
- **Language related task.** This task centers on language awareness, which will aid you as you analyze language for clarification purposes in your lesson plans and lessons.
- **Skills related task.** You will select an authentic text and design tasks to help your students improve their receptive and productive sub-skills.
- **Lessons from the classroom.** The focus here is on becoming a reflective practitioner: you will look at your progress on the course, areas remaining to improve, and write an action plan for future development after the course is over.

## ***Assignments and assessment***

In order to be eligible to pass the course and receive the CELTA certificate, you must:

- The submission dates are listed on the “Course Program”. You have until midnight of the submission date to hand in your assignment.
- You must hand in your assignment along with a completed “cover sheet.” Each of the four assignments has a different cover sheet, including the criteria for assessment for that particular assignment.
- Pass 3 out of 4 written assignments. If you fail two or more assignments, you automatically fail the course.
- Submit all 4 assignments (i.e. even if you pass the first 3, you still have to do the 4th)
- You may fail one of the four assignments and still be considered for a 'B' grade, provided that you have been able to meet the criteria on which you failed in another way - i.e. during your teaching practice.
- You must pass all assignments in order to be eligible for an ‘A’ grade.

## ***First and second submission***

Pass on first submission:

- If the feedback sheet has 'pass on first submission' circled, record the assignment result in the appropriate box in your Candidate Record Booklet (CELTA 5), which is kept in your online CELTA portfolio.

Resubmissions:

- If your assignment does not meet the criteria, you will need to make changes or additions and resubmit it.
- Read the tutor's comments on the feedback sheet carefully and make any necessary changes or additions on a separate sheet of paper to be attached to the original.
- You must include your first submission, along with the original cover sheet, along with any resubmission you make.
- Do not alter the original work. The Cambridge assessor needs to be able to see your original work as well as any changes or additions you make for resubmission.

Recording grades:

- If an assignment is a 'pass on resubmission', please mark this in your CELTA 5, again in the appropriate box.
- If the resubmission does not meet the criteria, your assignment will be a 'fail on resubmission' and your tutor will check this box on the cover sheet.

Assignments are provided to candidates immediately upon enrolling on the course.

## ***Plagiarism Policy***

“Plagiarism (from Latin *plagiare* "to kidnap") is the practice of claiming, or implying, original authorship or incorporating material from someone else's written or creative work, in whole or in part, into one's own without adequate acknowledgment. (<http://www.wikipedia.org>)

In terms of the CELTA course, this would be

- Copying someone else's assignment (in whole or in part).
- Getting another person to write an assignment for you.
- Lifting ideas from published source without referencing it (this is especially important in the Language Skills Related Task assignment)
- Copying parts of published material without adequately referencing the source.

Of course, you can, and are encouraged to, refer to sources of background reading. Below are some ways and conventions for referencing.

**Paraphrasing** what the writer has said:

- As Scrivener says, encouraging students to read quickly when reading for the first time can help build confidence when they don't understand every word (Scrivener, p 153)

**Direct quotation** from the book (don't overdo this, and keep the quotation short):

- According to Scrivener “it's actually not necessary to understand every work in order to understand the information you might need from a recording” (Scrivener, p 147)

**Footnotes:**

- quote directly or paraphrase, then footnote author / year / page number at bottom of page 1

And...remember to include a **bibliography** of any books /resources you've quoted or consulted when writing an assignment. This should be written like this:

Author surname, Author first name, year, Title of book in italics or underlined, publisher

e.g. Scrivener, Jim, 2011, *Learning Teaching* 4th edition, Macmillan

**PLEASE NOTE: Failure to comply with the above guidelines may result in exclusion from the course with no warning and you may be excluded from the CELTA program for up to three years.**

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<sup>1</sup> Like this: Scrivener, J., 2005, *Learning Teaching*, Macmillan Heinemann

## The Final Result

On successful completion of the course you will receive (usually within two months) a certificate awarded at Pass, Pass B or Pass A level.

To be awarded a Pass B you must consistently show “a level of achievement significantly higher” than that required for pass level in relation to “demonstration of the criteria for teaching and professionalism (criteria 1a-3c and 5a-5n)”. To merit a Pass A, in addition to this your teaching practice must demonstrate “a level of ability and achievement and a level of awareness significantly higher” than pass-level in relation to “planning for effective teaching” as well as in relation to the criteria for teaching and professionalism. (Consult the syllabus for complete assessment rubrics, also in the appendix of this guide.)

The meaning of these results from the employer’s point of view is rather unusual. They are of interest to employers less as a record of your performance on the course, more as an estimate of how quickly and effectively you are going to develop as a teacher after it.

The CELTA is a challenging course by general agreement and to pass it alone is an achievement you can be proud of! You should also bear in mind that realistically no one can expect to turn into a great teacher in a mere four weeks. But that does not mean that you will not develop into a great teacher over the course of your first few years of work.

For this reason, CELTA grades have, as it were, a kind of limited validity. Employers know that teachers with a Pass grade will probably develop more over the first year or so after their course than those who were already doing well. In the long term, grades on the certificate lose all significance and many, if not most of those who are now at the top of the profession started out with nothing more than a Pass. It’s worth reminding yourself of this rather than losing any sleep over whether you’re likely to get a B or not!

In the event that a trainee is awarded a Fail by their tutors, their portfolio will automatically be sent to the CELTA head office in Cambridge for a second opinion. There it will be examined in detail and the result recommended by English for Africa will be either confirmed or overturned. This process can, unfortunately, sometimes take many weeks.

## Center Complaints Procedure

In compliance with Cambridge CELTA policy, candidates are reminded that if they experience problems outside the expected level of stress and the factors they accepted in signing the Service Agreement Form; or if they feel they have a justifiable complaint about the delivery of the course, they should first raise the issue with the Main Course Tutor at English for Africa.

At the meeting, the candidate should state clearly the grounds for his or her complaint, and the Main Course Tutor will, with the candidate, decide on a path of action to address the area of difficulty to their mutual satisfaction. If necessary, a follow-up meeting will be scheduled.

Finally, if the issue cannot be resolved satisfactorily at this level, the candidate has the right to request that the complaint be forwarded to Cambridge Assessment English by the Center. The Center is bound under the terms of the Course Provision Agreement to adhere to this request.



## Appendix

### The Phonemic Chart

Using the phonemic chart is helpful as it encourages learner independence (they can look up the pronunciation of a word in the dictionary), helps visual learners with their pronunciation and helps teachers provide a written prompt for learners when they review their notes from class.

ɪ	I	ʊ	u	eɪ	ɔɪ	ɔʊ	ɔʊ
e	ə	ɜr	ɔ	ɔɪ	oʊ		
æ	ʌ		ɑ	aɪ	aʊ		
P	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

This chart was designed by Adrian Underhill, based on sounds from the International Phonetic Alphabet. The IPA contains symbols to describe pretty much every sound in every language in the world. Underhill selected those sounds which are used in English and organized them into this chart. This one is based on American English.

The chart below is based on English from the UK and recently has been the standard in English language teaching materials. There are only a few differences and all of these are in the vowels and diphthong categories. The consonant sounds are identical as you can see.

ɪː	I	ʊ	uː	ɪə	eɪ	ɔɪ	ɔʊ
e	ə	ɜː	ɔː	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑː	ɒ	eə	aɪ	aʊ	
P	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

	US chart	UK chart
	40 sounds	44 sounds
Some examples of differences	US chart	UK chart
flu	/flu/	/fluː/
early	/ɜːli/	/ɜːliː/
door	/dɔr/	/dɔː/
hot	/hat/	/hɒt/
car	/kɑːr/	/kɑː/
pure	/pjʊːr/	/pjʊə/
ear	/ɪr/	/ɪə/
pair	/per/	/peə/
soap	/soʊp/	/səʊp/

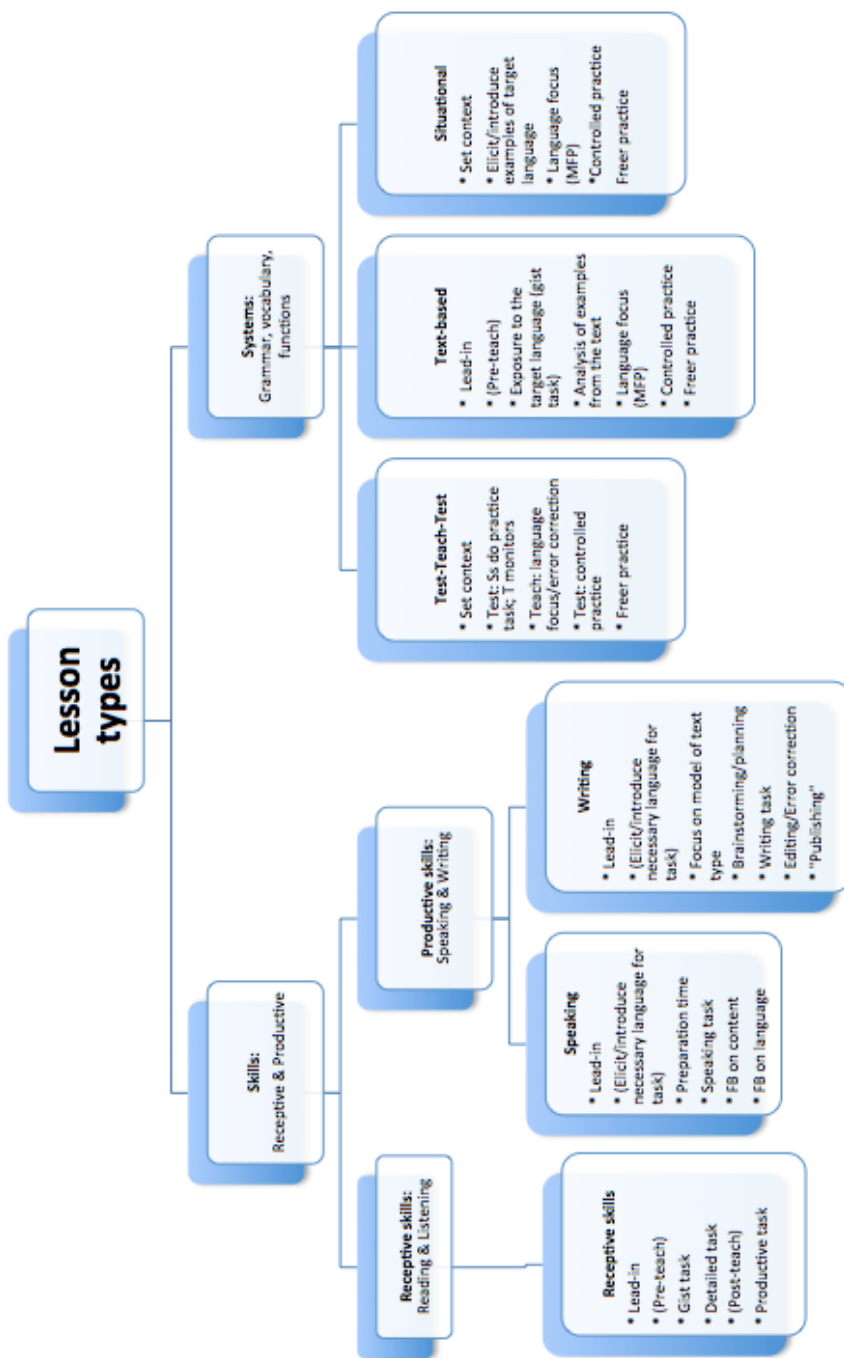
<sup>2</sup> the colon symbol indicates a longer sound. This is optional in the US chart and is located next to the crisscross arrows at the top right.

## Lesson frameworks

### CELTA Performance Descriptors

#### 2.5 Lesson Frameworks

The frameworks below are not set in stone but many of the lessons you teach will follow one of these patterns. Some stages may be essential and you may want to add others depending on your students' needs and your choice of material. Please refer to example lesson plans and notes from input sessions for more detail on lesson shapes.



**And don't forget the micro-stages of each stage:**  
 1) Give Instructions 2) Demo (check instructions), 3) Ss do the activity while T monitors, 4) pair check, 5) feedback.

## Assessment Rubric

The CELTA performance descriptors are for use **at the end of the course** to determine final recommended grades.

By the end of the course, candidates' performance must match **ALL** of the descriptors at a particular passing grade in order to achieve that grade.

	Pass	Pass B	Pass A
<b>Planning</b>	Candidates can plan effectively with guidance. They can analyse target language adequately and generally select appropriate resources and tasks for successful language and language skills development.	Candidates can plan effectively with some guidance. They can analyse target language well and select appropriate resources and tasks for successful language and language skills development.	Candidates can plan effectively with minimal guidance. They can analyse target language thoroughly and select appropriate resources and tasks for successful language and language skills development.
<b>Teaching</b>	Candidates can generally deliver effective language and skills lessons, using a variety of classroom teaching techniques with a degree of success.	Candidates can deliver effective language and skills lessons, using a variety of classroom teaching techniques successfully.	Candidates can deliver effective language and skills lessons, using a variety of classroom teaching techniques successfully.
<b>Awareness of learners</b>	Candidates show some awareness of learners and some ability to respond so that learners benefit from the lessons.	Candidates show good awareness of learners and can respond so that learners benefit from the lessons.	Candidates show very good awareness of learners and can respond so that learners benefit from the lessons.
<b>Reflection</b>	Candidates can reflect on some key strengths and weaknesses and generally use these reflections to develop their teaching skills.	Candidates can reflect on key strengths and weaknesses and generally use these reflections to develop their teaching skills.	Candidates can reflect on key strengths and weaknesses and consistently use these reflections to develop their teaching skills.
<b>Overall</b>	Candidates' planning and teaching show satisfactory understanding of English language learning and teaching processes at CELTA level.	Candidates' planning and teaching show good understanding of English language learning and teaching processes at CELTA level.	Candidates' planning and teaching show excellent understanding of English language learning and teaching processes at CELTA level.
	All CELTA assessment criteria are achieved and requirements for written work are met.		

## Fail

Candidates' performance does not match all of the Pass descriptors.

Some CELTA assessment criteria are not achieved and/or requirements for written work are not met.

## Teaching practice assessment criteria and guidelines

Below are the criteria for assessment plus, in bullet points below, guidelines on how to meet those criteria.

### **TOPIC 4 – PLANNING AND RESOURCES FOR DIFFERENT TEACHING CONTEXTS**

#### **4a identifying and stating appropriate aims/outcomes for individual lessons**

- write clear aims
- know the difference between main and subsidiary aims

#### **4b ordering activities so that they achieve lesson aims**

- sequence the activities/stages of a language lesson in one of the ways you have learnt on the course and so that aims are achieved
- sequence the activities/stages of a skills lesson in one of the ways you have learnt on the course so that aims are achieved

#### **4c selecting, adapting or designing materials, activities, resources and technical aids appropriate for the lesson**

- choose materials, tasks and activities from coursebooks and other sources that meet your aims
- create extra materials and tasks when appropriate
- adapt texts so they are easier or more relevant for your learners
- adapt tasks so that they present either more or less challenge for learners

#### **4d presenting the materials for classroom use with a professional appearance, and with regard to copyright requirements**

- make sure your handouts are legible for students
- remember to put a copyright label on photocopies

#### **4e describing the procedure of the lesson in sufficient detail**

- indicate what the learners will do so it is clear to someone reading the plan
- indicate what the teacher will do so it is clear to someone reading the plan
- provide enough detail that another teacher can pick up your plan and teach after looking through it for just a few minutes

#### **4f including interaction patterns appropriate for the materials and activities used in the lesson**

- identify and state interaction patterns for each stage of the lesson in the procedure of the lesson plan, for example teacher-student, student-student, students work in pairs, students work in groups

#### **4g ensuring balance, variety and a communicative focus in materials, tasks and activities**

- ensure that there is a balance between teacher input and student practice
- ensure that there is a balance between teacher-led activity and student-centred activity
- ensure that there is variety in terms of activity type in the lesson, for example, oral as well as written practice, listening as well as oral practice
- ensure that there is variety in terms of materials, tasks and activities in the lesson

#### **4h allocating appropriate timing for different stages in the lessons**

- divide the procedure into clear stages in your lesson plan and indicate how long you think each stage will take

#### **4i analysing language with attention to form, meaning and phonology and using correct terminology**

- show that you can analyse language in detail
- show how the form will be clarified on the board
- indicate how the concept will be established and checked

- indicate significant aspects of pronunciation relating to this language

**4j anticipating potential difficulties with language, materials and learners**

- list on the lesson plan cover sheet any potential problems for learners with language: form, meaning, pronunciation
- list on the lesson plan cover sheet any potential problems for learners with tasks 4k suggesting solutions to anticipated problems

**4k suggesting solutions to anticipated problems**

- show on the lesson plan coversheet how you plan to deal with potential problems with language and tasks
- show on the lesson plan coversheet how you plan to deal with potential problems with language and tasks

**4l using terminology that relates to language skills and subskills correctly**

- write aims for skills lessons which relate to developing receptive and productive skills and subskills – e.g. developing skim reading skills, listening for gist

**4m working constructively with colleagues in the planning of teaching practice sessions**

- liaise and co-operate willingly and constructively with your peers in supervised lesson preparation

**4n reflecting on and evaluating their plans in light of the learning process and suggesting improvements for future plans**

- discuss and note the strengths and weaknesses of your lesson plan after your lesson
- address weak areas in the planning of future TP lessons

**TOPIC 1 – LEARNERS AND TEACHERS AND THE TEACHING AND LEARNING CONTEXT**

**1a teaching a class with an awareness of the needs and interests of the learner group**

- find out from learners and peers about the needs and interests of learners
- use this information for selecting and adapting materials and activity types where appropriate
- use this information when setting up pair and group work and dealing with learners in open class where appropriate

**1b teaching a class with an awareness of learning preferences and cultural factors that may affect learning**

- find out from learners and peers about the cultural backgrounds of learners
- use this information for selecting and adapting materials and activity types where appropriate
- use this information when setting up pair and group work and dealing with learners in open class where appropriate

**1c acknowledging, when necessary, learners' backgrounds and previous learning experiences**

- find out from learners and peers about the learning backgrounds of learners
- find out about the linguistic strengths and weaknesses of learners
- use this information for selecting materials and activity types where appropriate
- use this information when setting up pair and group work and dealing with learners in open class where appropriate

**1d establishing good rapport with learners and ensuring they are fully involved in learning activities**

- build a positive classroom atmosphere
- interact naturally with learners before, during and after the lesson
- maintain eye contact

- ensure that learners are involved in the lesson during teacher-fronted and learner-centred stages of the lesson

## **TOPIC 2 – LANGUAGE ANALYSIS AND AWARENESS**

### **2a adjusting their own use of language in the classroom according to the learner group and the context**

- use comprehensible language to give instructions and when explaining
- keep your simplified language natural
- allow learners opportunity to speak by keeping teacher talk to an appropriate level

### **2b identifying errors and sensitively correcting learners' oral and written language**

- show an awareness of student errors
- correct learners' language sensitively during controlled oral practice activities
- give feedback on oral errors after a communicative activity
- correct learners' language sensitively during controlled written practice activities
- correct freer written tasks set in class or set for homework

### **2c providing clear contexts and a communicative focus for language**

- provide a context for language by means of text, situation or task using visual aids and realia as appropriate
- ensure there is a clear link between the context and the target language
- ensure that the context provides learners with sufficient opportunity for communicative practice

### **2d providing accurate and appropriate models of oral and written language in the classroom**

- choose natural examples of language from context
- ensure new language models are natural and accurate when drilling
- highlight the target language clearly
- ensure language used on the board and on worksheets is correct in terms of spelling and punctuation
- make oral language is free of pronunciation, grammar or lexical errors

### **2e focusing on language items in the classroom by clarifying relevant aspects of meaning and form (including phonology) to an appropriate degree of depth**

- clarify the meaning of language in language-based lessons by using one of the ways you have learnt on the course, e.g. concept questions, timelines or a learner-centred task
- clarify the form of language in language-based lessons by using one of the ways you have learnt on the course, e.g. using the board or a learner-centred task
- clarify the pronunciation of language in language-based lessons in one of the ways you have learnt on the course, e.g. finger highlighting, highlighting on the board, drilling

### **2f showing awareness of differences in style and register**

- show awareness of formal, neutral and informal language
- show awareness of how language changes according to the different contexts in which it is used

### **2g providing appropriate practice of language items**

- provide as much practice in context as possible
- ensure the practice is appropriate to the target language
- stage practice activities logically

## **TOPIC 3 – LANGUAGE SKILLS: READING, LISTENING, SPEAKING AND WRITING**

### **3a helping learners to understand reading and listening texts**

- follow teaching procedures you have learnt on the course for a receptive skills-based lesson
- ensure an appropriate focus on developing receptive skills and subskills

**3b helping learners to produce oral and written language**

- follow teaching procedures you have learnt on the course for a speaking skills-based lesson
- ensure an appropriate focus on developing speaking skills and subskills
- ensure a communicative focus in speaking activities
- provide learners with opportunities to practise writing in language-focused and skills lessons
- ensure an appropriate focus on practising writing skills and subskills

TOPIC 5 – DEVELOPING TEACHING SKILLS AND PROFESSIONALISM

**5a arranging the classroom appropriately for teaching and learning, bearing in mind safety regulations of the institution**

- arrange the classroom (online or face-to-face) to suit different types of activity

**5b setting up and managing whole class and/or group or individual activities as appropriate**

- give clear instructions for pair, group, individual and plenary work
- organise the learners in pair, group, individual and plenary work
- give an example or demonstration of the task if appropriate

**5c selecting appropriate teaching techniques in relation to the content of the lesson**

- recognise different lesson types (skills based, language focus based) and follow teaching procedures you have learnt on the course to achieve the aims of different types of lesson

**5d managing the learning process in such a way that lesson aims are achieved**

- ensure that the activities and tasks help achieve the aim of the lesson
- ensure there is an appropriate balance between teacher-fronted and learner-centred activities
- be sufficiently directive when appropriate
- keep a low profile when appropriate
- know when to intervene or not

**5e making use of materials, resources and technical aids in such a way that they enhance learning**

- use games, puzzles, pictures, realia, audio material to help learners learn and to provide practice
- use technical aids (e.g., apps, whiteboard, video, projector or interactive whiteboard) so that they are clear to all

**5f using appropriate means to make instructions for tasks and activities clear to learners**

- use simple language to give instructions for tasks and activities
- give instructions at an appropriate stage of the lesson
- give an example or demonstration of the task if appropriate
- check that learners have understood instructions for tasks and activities

**5g using a range of questions effectively for the purpose of elicitation and checking of understanding**

- use questions for
  - setting context
  - building up information
  - assessing learners' prior knowledge
  - checking meaning of language items
  - checking understanding of instructions

**5h providing learners with appropriate feedback on tasks and activities**

- give learners time to check the answers to tasks in pairs/groups
- provide feedback on both the content of activities and the language used in them
- use a variety of techniques in order to give feedback on activities

**5i maintaining an appropriate learning pace in relation to materials, tasks and activities**

- keep teacher language and explanation to a minimum
- allow time for learners to complete tasks without allowing activities to go on too long
- be aware of when learners are ready to move on to the next stage of the lesson

**5j monitoring learners appropriately in relation to the task or activity**

- listen to learners attentively but unobtrusively during stages of the lesson
- know when to intervene in learner-centred activities
- ensure that your attention is spread evenly amongst the learners
- know when to move on to the next stage of the lesson

**5k beginning and finishing lessons on time and, if necessary, making any relevant regulations pertaining to the teaching institution clear to learners**

- ensure that you are in the classroom in good time to begin your lesson on time
- ensure that your materials are prepared in good time to begin your lesson on time
- ensure that you finish your lesson on time and that you do not exceed your allotted time
- ensure learners are aware of start and finish times as required
- ensure you pass on any relevant administrative information to learners when required

**5l maintaining accurate and up-to-date records in their portfolio**

- update your CELTA 5 each day
- file TP and assignment documents in your portfolio each day

**5m noting their own teaching strengths and weaknesses in different teaching situations in light of feedback from learners, teachers and teacher educators**

- complete a written self-evaluation for each TP lesson noting your strengths and weaknesses
- incorporate feedback from others in future TP lessons

**5n participating in and responding to feedback**

- evaluate your own lessons and your colleagues' lessons critically but constructively in TP feedback
- suggest strategies for improving weak areas
- respond positively to comments, suggestions and criticism made by peers and tutors on your lessons
- make constructive suggestions on your peers' teaching



## ***'First Thoughts' Sheet (TPs 1-4)***

*Complete this sheet before meeting with your TP group for feedback.*

**Name:** \_\_\_\_\_ **TP Number:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**1. Which aspects of the lesson are you most/least proud of? Why?**

**2. Which activities worked best for the learners? Why?**

**3. Which activities didn't work so well for the learners? Why?**

**4. If you did this lesson again, what would you change? Why?**

***Tutor signature:*** \_\_\_\_\_

## ***'First Thoughts' Sheet (TPs 5-8)***

*Complete this sheet at least two hours before meeting with your TP group for feedback.*

Name: \_\_\_\_\_ TP Number: \_\_\_\_\_ Date: \_\_\_\_\_

1. Which of your **main aims for learners** did you achieve? Which ones did you not achieve?
2. Which of your **personal aims** did you achieve? Which ones did you not achieve?
3. Which classroom management issues did you successfully anticipate? Did your anticipated solutions work?
4. Which classroom management issues did you fail to anticipate? How would you solve them if they came up again?
5. Which language issues did you successfully anticipate? Did your anticipated solutions work?
6. Which language issues did you fail to anticipate? How would you solve them if they came up again?
7. If you did this lesson again, what would you change? Why? (Think about your lesson aims, as well as the overall experience for your students and for yourself.)

**Tutor signature:** \_\_\_\_\_

*The course can be one long list of new terms, acronyms and jargon. Here's a way to try and cope with the deluge. It's not an exhaustive list, but the important ones should be here.*

<b>Abstract Items</b>	Vocabulary concepts that cannot easily be shown visually, such as truth, upset, love, hate. (Contrast: <b>Concrete Items</b> )
<b>Accuracy Practice</b>	Practice of a specific language item which has been presented to students (See also: <b>Restricted Practice</b> ; Contrast: <b>Fluency Practice</b> ; <b>Freer Practice</b> )
<b>Acquisition</b>	Unconscious learning, or ‘picking up’ of language.
<b>Anticipation</b>	Considering <i>before</i> the lesson what difficulties students will have with the meaning, form and phonology of a new piece of language.
<b>Appropriateness</b>	Whether an item is suited to who you use it with. For example, it is usually inappropriate to use slang when speaking to the President.
<b>Assimilation</b>	A type of connected speech where phonemes are modified in natural speech to make the combination easier to pronounce, e.g., “nice to meet you” can become “nice to meetchu.”
<b>Authentic</b>	Not produced for EFL students or an EFL context. (Contrast: <b>Graded</b> )
<b>Back-chaining</b>	When drilling a longer sentence, it’s sometimes useful to break it down into chunks. Starting from the end of the sentence and working back chunk by chunk helps to maintain rhythm and correct word stress.
<b>Catenation</b>	A type of <b>connected speech</b> , in which the final consonant of one word joins with the first vowel sound of the following word to make a single sound, e.g., “an apple” will sound like “anapple.”
<b>Choral Drill</b>	All the students in class repeat a given word, sentence, etc., at the same time. Helps to build confidence and allows students to get their mouths around new language. See <b>Drill</b> and contrast: <b>Individual Drill</b>
<b>Cloze exercise</b>	A type of gap-fill where certain words in a paragraph are deleted and students have to read the complete text and fill the blanks.
<b>Collocation</b>	A group of two or more words that tend to be found together for seemingly random or historical reasons; for example, we say “yellow car” instead of “blonde car” and “blonde hair” instead of “yellow hair.”
<b>Communicative (adj)</b>	Involving the transfer of real information that has meaning for the students.
<b>Comprehensible Input</b>	The language that the teacher uses which is graded to the right level so that students can still understand yet still be challenged. This can also include gestures and body language that aid student comprehension.

<b>Comprehension Question</b>	Question to check understanding of a text or part of a text.
<b>Concept Checking</b>	Checking students' understanding of a language item (such as a word or grammar structure) which has been presented to them – without asking 'Do you understand?' This can be done using questions, requesting further examples of the concept, time lines, etc.
<b>Concept Check Questions (CCQs)</b>	One of the most useful and common ways of checking concept. A series of simple questions that break down the meaning of the language being presented.
<b>Connected speech</b>	The way in which pronunciation of a word, or a series of words, can change depending on the words/ <b>phonemes</b> that come before or after that word. See <b>catenation, assimilation, intrusion, and weak forms</b> .
<b>Content feedback</b>	After a productive (speaking or writing) activity, asking students what they talked about (rather than how they expressed themselves). This is a good opportunity to <b>personalize</b> interactions with students. Contrast: <b>form feedback</b> ).
<b>Contextualization</b>	Presenting or practicing a language item in a context (such as a situation or a text) rather than in isolation. The context helps students better understand the meaning and use of the item.
<b>Controlled Practice</b>	Also called <b>Restricted Practice</b> . Oral and written exercises in which students use newly presented language in a restricted way. The choice they have over the language used is limited in order to help them focus on the structure of the language. Compare <b>Freer Practice</b> .
<b>Cuisenaire Rods</b>	Wooden rods of different lengths and colors, originally created for math work. They can be used to depict many language items and concepts, and are an essential tool when teaching using the "silent way" approach.
<b>Delayed error correction</b>	Noting down students' errors while monitoring students during a task, and correcting those errors in whole class interaction after the task.
<b>Detailed Task</b>	A task aimed at checking the comprehension of a listening or reading task. It requires the student to read or listen carefully and understand details. (Contrast <b>Gist Task</b> )
<b>Diphthong</b>	Two vowel sounds that are pronounced together, e.g., the first syllable in the word "realia."
<b>Drill</b>	Teacher-centered controlled practice to help learners with pronunciation; it involves students repeating sentences, words, syllables or phonemes after the teacher, or students creating sentences with prompts from the teacher. See <b>Choral, Individual and Substitution Drill</b> .

<b>Echoing</b>	When a teacher (for no valid reason) repeats back everything the students say. Though usually subconscious, this increases <b>TTT</b> and <b>teacher-centeredness</b> . It is also completely unnatural and unnecessary.
<b>Elicit (v)</b>	To draw an answer, grammar structure, word, example, etc., from the students by asking questions and/or giving verbal or visual prompts.
<b>Feedback</b>	When a teacher responds to students' attempt to do a <b>task</b> . This can include eliciting and correcting answers from students, or providing them with an answer key.
<b>Finger Highlighting</b>	Using the fingers to represent words or syllables in order to indicate an error or highlight the form and pronunciation of newly presented language.
<b>Fluency Practice</b>	Students use all the English they have at their disposal to communicate, rather than consciously practicing specific grammatical structures recently studied in class. See also <b>Freer Practice</b> . Contrast <b>Accuracy Practice</b>
<b>Form</b>	The way an item is written or said. "Form" is also used to refer to the grammatical operation of items, as opposed to what they mean or how they are used.
<b>Form feedback</b>	Feedback that focuses on how students expressed themselves; this can include error correct or praise.
<b>Freer Practice</b>	Practice of specific items in an activity which allows students a degree of choice regarding the language they are using. The aim is to encourage interiorization, self-monitoring, and more authentic communication. Contrast: <b>Controlled practice</b> .
<b>Function</b>	The task a piece of language performs. For example, inviting, apologizing or expressing regret.
<b>Functional exponent</b>	A phrase which expresses a function. For example, "I'm sorry" is an exponent of the function of apologizing.
<b>Gap-fill</b>	A written exercise in which students put the appropriate items into gaps left in a sentence. Also called <b>fill-in-the-blank</b> . NOTE: Be careful not to confuse this with: <b>Information Gap</b>
<b>Gist Question / Task</b>	A question/task asked to check students' general overall comprehension of a text (listening or reading), as opposed to their comprehension of the details contained in the text. Compare: <b>Detailed Task</b> .
<b>Graded (Language)</b>	Language (in a text, oral instructions, etc.) which is simplified so that it can be understood by a foreign learner of English. Orally, we grade language in function of speed of speech, complexity of lexis and grammar, and the amount of language we produce.

<b>Group Work</b>	Students work in small groups, rather than all together or individually. (Contrast: <b>Open Class</b> )
<b>Guided Discovery</b>	A technique where students work out language meanings and rules for themselves. By looking at examples of language and answering written guided questions, students can draw conclusions about the meaning and form of language.
<b>Highlighting Form</b>	Drawing students' attention to the important aspects of how an item is formed or written. This is usually done in writing in the board, in order to provide students with a written record of the target language (see <b>Written Record</b> ).
<b>Highlighting Meaning</b>	Drawing students' attention to the meaning of a particular language item. This can involve the use of <b>time lines</b> , <b>CCQs</b> , <b>guided discovery</b> , pictures and drawings, matching items and definitions/pictures, etc.
<b>Ice-Breaker</b>	An activity done when you first meet a class in order for everyone to get to know each other, to build a good class atmosphere and to make students feel comfortable.
<b>Individual Drill</b>	After doing Choral Drilling, the teacher then asks students individually to repeat a newly presented word or sentence. Compare <b>Choral Drill</b> . See <b>Drill</b> .
<b>Information Gap</b>	An activity in which students exchange information with each other. The information each student has is different, yet related in some way. By communicating with each other students gain a complete picture. Information gaps can be either relatively controlled, or much freer. It depends on how they are set up, and how much prompting students receive. They are always communicative.
<b>Instructions Checking (ICQs)</b>	Asking questions to check that students have understood the instructions to a task or activity you have set. Typically these are closed questions, and not open questions, and should not include students repeating instructions back to you. <b>Contrast: Concept Checking</b>
<b>Interaction pattern</b>	The size of the group which is the focus of any stage of the lesson, e.g., <b>pair work</b> or <b>open class</b> .
<b>Intonation</b>	Meaningful changes of voice pitch in a word, phrase or sentence. The “music” part of phonology. Americans often refer to intonation as ‘inflection’.
<b>Intrusion</b>	A type of <b>connected speech</b> occurring in natural speech where a phoneme is inserted between two words in order to facilitate pronunciation, e.g., “I ate it” can become “I [y] ate it.”

<b>Language clarification</b>	The stage of the lesson where the meaning, form and pronunciation of your target language is presented to students.
<b>Lead-in</b>	The introduction to your lesson (or to an activity within your lesson), where you introduce the topic, generate interest, get students thinking, etc.
<b>Lesson aims</b>	What the students will be able to do at the end of the lesson that they couldn't do at the beginning (or at least not as well!)
<b>Lesson framework</b>	Flow-chart-like diagrams that show how to map lesson materials onto a well staged lesson plan. Skills frameworks include receptive skills, speaking, and writing, while language lesson frameworks include test-teach-test, situational, and text-based.
<b>Lexis</b>	Vocabulary, i.e. words and phrases.
<b>Lexical Set</b>	A group of words or fixed expressions connected by meaning or form. For example, 'furniture' 'food' or 'adjectives of size' ' <b>phrasal verbs</b> with "up"'. <b>phrasal verbs</b>
<b>Matching Exercise</b>	A written exercise where students match given words and sentences with appropriate pictures, definitions, etc. This is a relatively student-centered means of eliciting language and starting its clarification.
<b>Metalanguage</b>	The language used to talk about language. For example, the word 'verb' is an item of metalanguage.
<b>M F P</b>	Meaning, Form and Phonology: the three areas you have to clarify when presenting new language to students
<b>Marker Sentence</b>	A sentence showing a language item in its typical use. New items are often presented and clarified using a marker sentence. NOTE: A marker sentence does not normally define or explain an item. It simply shows the item in use.
<b>Monitoring</b>	After giving directions for a task, teachers walk around the room to make sure that students understand the activity and are doing what was asked. He or she can offer support, and it is also a way to assess progress and listen for errors that can be corrected later.
<b>Open or Whole Class</b>	An interaction pattern where the whole class is listening to one student or to the teacher. The focus is on the teacher, who is leading the <b>stage</b> of the lesson. See also <b>teacher-centered</b> . Contrast with <b>student-centered</b> .
<b>Pair Work</b>	An interaction pattern where pairs of students work on a task at the same time. The focus is <b>student-centered</b> .

<b>Peer Correction</b>	Prompting a student to correct another's mistake – perhaps when <b>self-correction</b> has been unsuccessful.
<b>Personalized</b>	An activity or interaction which relates to the teacher or the student as a person with individual perspectives and histories.
<b>Personalized Feedback</b>	Conducting <b>feedback</b> in a way which highlights students' individuality, by picking up on and responding to what they say, and not only how they say it. Often occurs in feedback to speaking and writing tasks.
<b>Phoneme</b>	Smallest unit of sound in any given language, and one of the aspects of pronunciation that often require clarification.
<b>Phonology</b>	The study or practice of sounds, intonation and word & sentence stress.
<b>Phrasal Verb</b>	A verb and particle (preposition or adverb) which combine to produce a meaning different from the meanings of the verb and particle separately. For example, 'to run up a bill' or 'to get away with something'.
<b>PPP</b>	The introduction of a language item through a process of Presentation – Practice – Production. Most language lessons in course books follow this paradigm.
<b>Productive Skills</b>	Speaking and writing. Contrast: <b>Receptive Skills</b>
<b>Prompt</b>	A word, mime, gesture etc which <b>elicits</b> an item, etc. from students.
<b>Pronunciation</b>	How a word or sentence is said – the phonemes, stress and intonation.
<b>Realia</b>	The actual object used to illustrate meaning. For example, if you are teaching different types of fruit, you could bring in realia: bananas, oranges, apples etc.
<b>Receptive Skills</b>	Reading and listening. Contrast: <b>Productive Skills</b>
<b>Running Commentary</b>	When a teacher "thinks out loud" in class, causing unnecessary <b>TTT</b> . It is usually said very quickly and quietly, or comes in the form of an 'explanation' that students usually do not need or understand. Examples: "OK, so we don't have time to do what we were going to do, but I'm going to give you guys a hand-out. It's probably too easy for you and I should have chosen a different one, but just go ahead and do it anyways, and it's not a very good photocopy, but..."
<b>Schwa</b>	The most common phoneme in the English language, and the only one with its own name; it replaces other phonemes when they become <b>weak forms</b> .
<b>Self-correction</b>	Prompting a student to correct their own errors, rather than the teacher providing the correction.
<b>Situational Presentation</b>	A type of PPP lesson, where the teacher builds up a context using pictures, prompts, questions etc, and then elicits or gives a <b>model sentence</b> that



includes the **target language**. After meaning, form and phonology have been highlighted, the language is then practiced.

<b>Skills</b>	Language skills are how language is used. Speaking, Writing, Reading, Listening (see <b>Receptive</b> and <b>Productive</b> skills)
<b>Stage</b>	A ‘part’ or ‘phase’ of your lesson. Most lessons consist of several different stages. See <b>task cycle</b> .
<b>Stress</b>	The emphasis placed on a syllable in a word (=word stress) or on a word in a sentence (=sentence stress). Word stress and sentence stress are two components of <b>phonology</b> .
<b>Student-centered</b>	Any approach which encourages students to participate fully in the learning process, and which fosters autonomous learning. A student-centered lesson means more <b>student-student interaction</b> , as opposed to <b>open class interaction</b> the focus is on the students, through pair and group work, eliciting etc.
<b>Student-student interaction</b>	This includes pair work and group work, and is instrumental in implementing a student-centered classroom. Contrast: open class interaction.
<b>Student Talking Time (STT)</b>	The amount of talking done by students in class. In a communicative classroom, the aim should be to maximise this, as opposed to <b>TTT</b> .
<b>Substitution Drill</b>	A type of oral controlled practice. The teacher gives a <b>model sentence</b> and, after drilling this <b>chorally</b> and <b>individually</b> , prompts students to change specific words in it.
<b>Systems</b>	The systems of language are knowledge of how the language works. The language systems are grammar, vocabulary, functional language and pronunciation.
<b>Tapescript</b>	The transcript of a listening text that usually appears in the teacher’s book and at the back of the students’ textbook. Useful for planning purposes.
<b>Target Language</b>	The language item(s) you are aiming to teach in a lesson (usually a <b>systems</b> lesson). For example, if your lesson aim is to improve students’ knowledge of the past perfect, then your target language is the past perfect.
<b>Task</b>	An activity students do in the classroom, and a basic building block of the <b>task cycle</b> .
<b>Task Based Learning</b>	An approach to teaching language which involves taking a ‘task’ as a starting point, and then raising students’ awareness of the language required in order to successfully perform the task.
<b>Task Cycle</b>	A task-oriented way of conceptualizing lesson stages. A task cycle includes the teacher setting the task, students doing the task, and then

getting feedback on the task. A complete task cycle is the equivalent of a lesson stage.

<b>Teacher Talking Time (TTT)</b>	The amount of talking done by the teacher in class, in particular when it is extraneous, i.e., when it doesn't help to further learning for the students. Contrast: <b>Student Talking Time</b> .
<b>Test-Teach-Test</b>	A lesson planning framework where the teacher first checks to see what students already know about a language item, often by doing some sort of practice activity (called the first test). The teacher then presents or clarifies the aspects which the students have problems with (the teach stage). Further practice of the language item then occurs (this is the second test).
<b>Teacher-centered</b>	When the focus of the lesson is on the teacher, not the students. While of course it is necessary for the focus to be on the teacher at some points in the lesson, these stages should be limited in number and duration, in order to maximize <b>student-centered</b> stages.
<b>Text</b>	Any thing a student interacts which requires interpretations, including writing, audio, video, and images.
<b>Time Line</b>	A visual representation of a tense; used for highlighting meaning, or <b>concept checking</b> .
<b>Transition</b>	The way in which one lesson <b>stage</b> flows into another; good transitions usually require the teacher to refer to the context of the lesson, the lesson aim, or the stage aim, when presenting the upcoming stage of the lesson.
<b>Warmer</b>	A short activity at the start of the lesson, before the teacher moves into the main part of the class. A warmer can be connected to the general theme of the day, or could be something completely separate.
<b>WCFB</b>	Whole class feedback; this is when you nominate students to give answers after a task, rather than giving them an answer key.
<b>Weak forms</b>	A type of connected speech in which phonemes are transformed into a <b>schwa</b> sounds, e.g., "Speak to him" can become "Speak te him."
<b>Written Record</b>	The <b>stage</b> in your <b>language clarification</b> which involves writing the <b>form</b> onto the whiteboard for students to copy.

## *CELTA-Specific Glossary*

This is jargon which is specific to the CELTA course, and which you would do well to get familiar with.

<b>Assessor</b>	University of Cambridge representatives who visit each CELTA course run worldwide, to ensure that they are running the course according to Cambridge Assessment English standards.
<b>Assignments</b>	Refers here to the four written assignments you have to do.
<b>CELTA 5</b>	The official Cambridge document where your progress on the course is recorded. It is kept in your online portfolio.
<b>Feedback</b>	Comes in two forms: oral and written. Oral feedback is discussion of your lessons. Written feedback is comments in writing on your lessons and also on your assignments.
<b>Front Page</b>	When you submit a lesson plan or a written assignment there is a 'front page' that accompanies it. You will start handing in the front page of your lessons starting with TP 2.
<b>Guided lesson planning</b>	Sessions where you, your tutor, and your colleagues meet together to plan your lessons.
<b>Input</b>	Tutor-led sessions where you are taught the theory and practice of teaching English as a foreign language.
<b>Portfolio</b>	The folder on our Google Drive which contains your CELTA 5, teaching practice documents for each lesson you teach, and your assignments; it is on the basis of your portfolio that your progress on the course is assessed.
<b>Procedure page</b>	The step-by-step part of your lesson plan which contains stage aims, details of the procedure, timing and interaction patterns of your lesson. Hand one of these in each time you teach an assessed lesson.
<b>Progress Reports</b>	There are two (and if necessary three) of these during the course. The first is completed by your tutors after your second TP, and the second is completed after your 4 <sup>th</sup> , and accompanied by a <b>tutorial</b> . A third progress report is given later on in the course to candidates who are having difficulty.
<b>Self-evaluation</b>	The written post-teaching reflection; complete these after you teach, but before you meet for oral feedback.
<b>TP</b>	Teaching Practice. The part of the CELTA day when you are the teachers.
<b>TP Points</b>	The details of what you are teaching, which order you are teaching in, and suggestions on how to go about planning your

lesson. As the course progresses and you become more independent, these become less detailed; you don't receive TP points for your last two TPs.

**Tutorial**

A one-on-one meeting held with your TP tutor after the second stage of the course (i.e., after your 4<sup>th</sup> TP). A second (stage three) tutorial is given after the 6<sup>th</sup> TP to candidates who are struggling.

**Unassessed lessons**

When you teach your TP students without your trainer being present and/or receiving a grade for your work. These lessons do not get recorded in your CELTA 5, and don't count towards your final grade on the course; you also do not have to hand in lesson materials or lesson plans for these lessons.