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| **Certificate in English Language Teaching to Adults (CELTA)**  **Application Form** |

**PERSONAL DETAILS**

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| Surname | First and other names | Title |
|  | Email address | |
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| Do you require a visa to study in the UK?  YES  NO | | |
| **We are asking you to tell us about your personal situation, particularly if you have a disability, long term condition, or specific learning difficulty such as dyslexia. This information is important to ensure that appropriate reasonable adjustments are made so that you reach your fullest potential on your course. It will not affect the department's view of your application, but it will allow us to send you relevant information.**  Do you have a disability, long term condition or specific learning difficulty?  YES  NO  Prefer not to say  If yes, please provide details. | | |

**EDUCATION AND QUALIFICATIONS**

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| School/College/University | Qualifications Obtained | Dates |
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**Other Relevant Qualifications/Training Courses**

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**Knowledge of Languages (please indicate level of ability). If English is not your first English, please provide details of your English level including qualifications.**

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**TEACHING EXPERIENCE including any voluntary or informal experience**

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**OTHER WORK EXPERIENCE including voluntary**

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**PERSONAL STATEMENT**

Please outline (i) why you want to do the course and (ii) why you feel you would be a successful teacher of English to Speakers of Other Languages. (200 – 300 words)

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Signature: Date:

These tasks are to establish whether you would be likely to complete the CELTA course successfully by assessing your language awareness, ability to source information and your level of written English. The completion of these tasks is a Cambridge requirement for participation on CELTA courses.

Please complete the tasks and submit them with your application. Because the task responses are taken into consideration when making a decision about your application, we strongly advise you to use the reference books or websites listed below to help you and spend some time on these tasks (we would estimate at least 3 hours).  At the interview you will asked to discuss some of these ideas further so have a copy of your completed tasks with you.

**Suggested books are:**

**Grammar**

An A - Z of English Grammar & Usage - Geoffrey Leech (Nelson)

A Basic English Grammar - John Eastwood & Ronald Mackin (OUP)

Oxford Guide to English Grammar - John Eastwood (OUP)

Practical English Usage (new edition) - Michael Swan (OUP)

**Pronunciation**

Sound Foundations - Adrian Underhill (Macmillan)

**Methodology**

The Practice of English Language Teaching – Jeremy Harmer (Longman)

Learning Teaching – Scrivener (Macmillan)

**Suggested websites are:**

<http://learnenglish.britishcouncil.org/en/english-grammar>

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/>

<http://www.onestopenglish.com/>

<http://esl.about.com/od/englishgrammar/>

# Task 1 – Naming parts of speech

Identify the underlined and numbered parts of speech in the following text.

***Example: trail – singular countable noun***

The narrow Example trail winds above a tangled forest, as 1 ancient temple buildings emerge from the mist. 2 As I round the corner, a Lama 3 appears and welcomes 4 me to the monastery, then introduces dozens of eager monks 5 who are to be 6 my students over the next week.

7 The life of a monk is difficult; 8 food and housing are simple, study hours are long, the daily life is hard and wake-up time is 4.30am. In the evening we hold English classes 9 for the novices. They sit on the temple floor, 10 attentively taking notes from the board.

(Adapted from Hernadi, I. (2013) “Letter from Bhutan: a monk’s life” available on [www.guardian.co.uk/world/2013/apr/16/letter-from-bhutan-monks-life](http://www.guardian.co.uk/world/2013/apr/16/letter-from-bhutan-monks-life) accessed on 14 May 2013)

1. ancient
2. as
3. appears
4. me
5. who
6. my
7. the
8. food
9. for
10. attentively

# Task 2 – Correcting learners’ mistakes - grammar

Each of the utterances below contains **one** mistake. In each case:

1. give the corrected version.
2. write in simple language, as if you were speaking to a student of English, how you would make the correction clear.

*Example:* Can you give me some advices?

1. Can you give me some advice?
2. Advice is an uncountable noun. This means it has no plural form. So we can’t say “advices”. We have to say advice.
3. He gave she a present.
4. Did you went on the trip last Friday?
5. I have stopped to play squash because of my injury
6. Sally works hardly.
7. I’m giving my niece purple, new, amazing gloves for her birthday.
8. I want to learn English because I’m going to English classes.
9. If he asked, I would have helped him.

# Task 3 – Helping learners understand differences in meaning – vocabulary

Comment on the differences in meaning / use between the following pairs of words. In each case, try to contextualise the language by putting it in an example sentence.

1. lend/borrow
2. earn/win
3. economic/economical
4. slim/skinny

# Task 4 – Distinguishing different sounds – pronunciation

In the following groups of words, highlight the word which includes a different underlined sound.

*Example: nothing enough mouse must*

1. shoes trousers through few
2. won’t want borrow body
3. worn shirt dirty worst
4. many already friends secret
5. mouth how slowly round

# Task 5 – Planning a lesson

Below are different stages in an English language lesson that aims to develop reading and speaking skills. The lesson centres on a written text that discusses The Greenhouse Effect. However, the order of activities is illogical. Order the activities to make the lesson flow. Write a brief rationale explaining why you have chosen your particular order.

Example: I have placed activity X after activity Z because students will need to understand that language before moving on to the next task.

Activities:

a) The teacher gives students a task that checks detailed understanding of the text.

b) Students talk about what they know about the greenhouse effect and how it affects the planet.

c) The teacher gives students a task that checks general, overall understanding of the text.

d) Students discuss their ideas of how the greenhouse effect could be reduced in their countries.

e) The teacher clarifies the meaning of important vocabulary items in the text.

Rationale:

**Task 6 - Learning English**

Write about the difficulties you think non-native speakers may have in learning English. You can draw on your own experience of learning and/or any experience you have helping others to learn a language. (500 – 600 words)

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**Where did you find out about this course?**

Eg (University of Leicester website, poster, Facebook Group, recommendation, Google search etc). Please give us much detail as possible, as we’d love to know how people are accessing the programme.

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**Interview**

Our preference is to interview candidates face-to-face. When this is not possible, we will offer an online interview. Please indicate if you would be able to attend a face-to-face interview at the University of Leicester, University Road, LE1 7RH.

Yes

No

**Course fee**

If you have previously attended a CELTA Taster Day, then £50 will be deducted from your course fee.

**Privacy Notice**

I confirm I am aged 18 or over

I am happy for you to contact me by email

By providing this data you are agreeing to the University of Leicester processing your data. We may use it to contact you by your chosen communication methods about information we believe is relevant to your course. We will also use it for reporting and internal filtering purposes in order to ensure the information we send is relevant to you. It will not be disclosed to external organisations. Your personal information will be kept in a secure database in line with our data retention policy. You have the right to request a copy of the information that we hold about you. You may also ask us to correct or remove any information you think is inaccurate. Please get in touch to request this information or ask for a correction. You can also email us to request that the personal information you supplied is no longer used in this way, if you would like us to delete your information from our records and/or if you wish to transfer your data elsewhere. For more information on how the University uses your personal data, please read our privacy policy or contact our Data Protection Officer. If you believe that the University is not fully complying with data protection requirements, you have the right to make a complaint to the Information Commissioner’s Office. I accept the privacy statement.

  I am happy to be contacted in the future for a testimonial - specifically about how the CELTA course has helped me in my teaching career.

  I am happy to receive emails about future CELTA opportunities such as Taster days for Teaching English to Refugees and other CELTA linked events.

**Please return this completed form to** [**cite.celta@le.ac.uk**](mailto:cite.celta@le.ac.uk)**.**

**You will receive a notification that your application has been received within 72 hours.**

**Thank you for your application**