



UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

Online
Courses

Cambridge **CELTA** Course Online

An Introduction
English UK ELT Management Conference 2011



International House London



Cambridge CELTA Course Online – an Introduction

English UK ELT Management Conference 2011

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Presentation outline

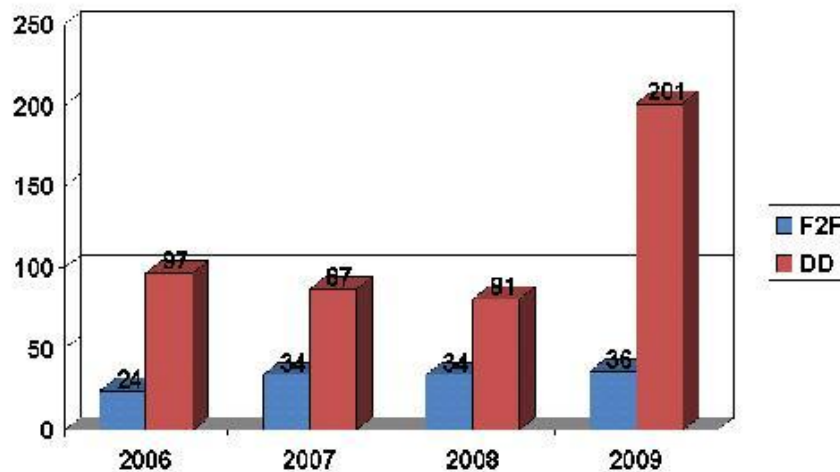
- What does the course look like?
- What tutor roles are there?
- Benefits to centres and trainees
- How a course might look
- Online input – how does it work?
- Next steps
- Questions

3 questions....

- 1.
- 2.
- 3.

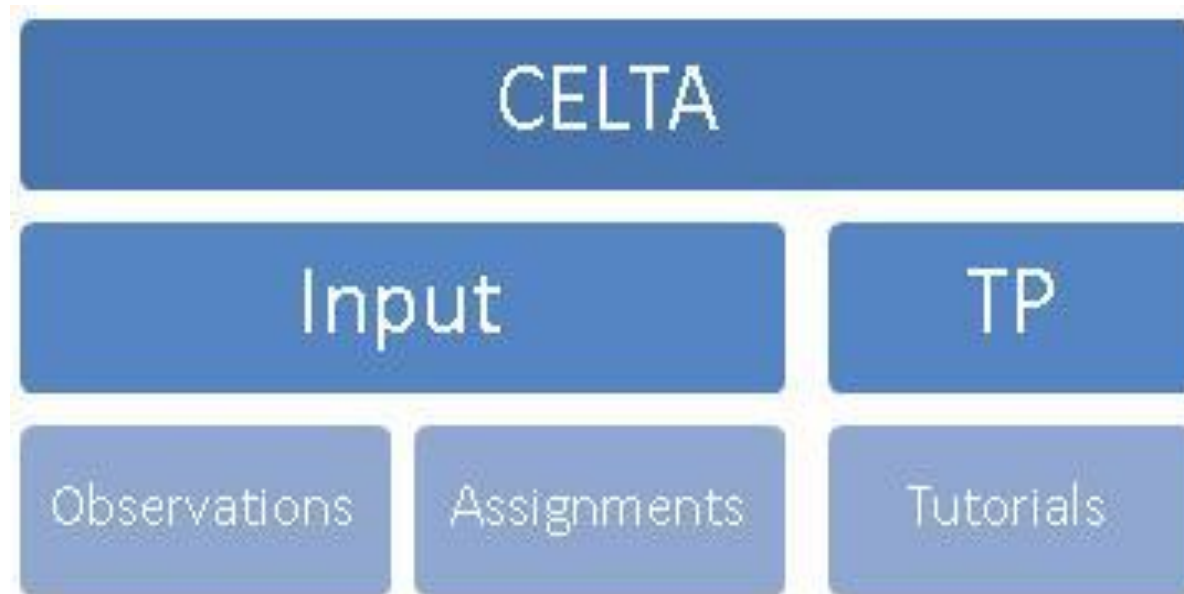
Why?

- More flexibility for trainees
- More opportunities for Centres
- Market demand for online delivery





What does it look like?





Tutor roles

- Online Course Tutor [OCT] plus local TP tutors
- Close relationship between online course tutor and TP tutor
- Training provided in tutoring online and on using the VLE [Frontier]



Benefits for the centre

- The online course will open up new opportunities and additional revenue streams
 - Reach more potential trainees
 - Maximise facilities space
- Staffing costs reduced – but Centres still need to pay for an Online Course Tutor and TP tutors
- Smaller centres can avoid costs of flying in CELTA tutors



Benefits for the trainee

- More time for tutor supported reflection and peer support
 - work at your pace, go back and review material
 - Online Course Tutor, Teaching Practice Tutor and classmates will be the same for the whole course.
 - do TP with the same people as online activities
- Delivery mode suits many trainees who are used to, or expect, online delivery
- Flexibility
 - only the TP will be at a fixed location and time; less time in the Centre reduces travel and accommodation costs
 - fit study around work and personal commitments



Course information

- 30 units (+orientation module) = 60+ hours of course input. Additional Assignment Units and Observation Units
- Duration – minimum 10 weeks [IH London first course will run over 12 weeks, starting 26 April]



What might a course look like?

Week	Teaching Practice (TP) FB) (SLP)	Online Component	Assignments Observations Tutorials
0		Orientation Module opens	
1		Units 1-4	Observation 1
2	Introduction + SLP	Units 5-8	Ass 1 & Ass 2 set
3	2 hrs TP + FB +SLP 2 hrs TP + FB +SLP	Units 9 &10	Observation 2
4	2 hrs TP + FB +SLP 2 hrs TP + FB +SLP	Units 11 & 12	Ass 1 Due
5	2 hrs TP + FB +SLP 2 hrs TP + FB +SLP	Units 13 &14	Ass 3 set Observation 3
6	2 hrs TP + FB +SLP 2 hrs TP + FB +SLP	Units 15 & 16	Ass 4 set

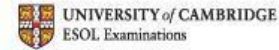


Online input – how does it work?

- Experiential learning
- Tutor demonstrations
- Collaborative tasks



Celta Unit 11



Unit 11: Helping Students Understand Texts: Listening

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You will now look at how teachers can use similar activities to coursebooks, amongst other things, to develop listening subskills and reach different kinds of comprehension of listening texts.

Task 6: London Lesson

You are going to watch the beginning of Andrea's lesson where his main aims are to enable students **to get a general understanding of the text** and then later **to get a detailed understanding of the text** about different areas of London. The students will listen to interviews with Thea and Kathy talking about their areas of London, North and South London respectively.



As you watch the clip, make notes on the following:

1. What task does Andrea set at the beginning of the lesson? Why?
2. What listening task does Andrea set the students before they listen? Why?

Notepad

Show Answer

Save Text

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Next →

← Back Next → Save and Close

Cambridge CELTA Course Online

- Unit 14: Correction and Reformulation
 - Introduction
 - Learning Objectives
 - Why Correct 1
 - Why Correct 2
 - Monitoring
 - What to Correct
 - Who Corrects: Self-correction
 - Peer Correction
 - Teacher Correction
 - How to Correct
 - Correction Techniques**
 - Errors and Techniques
 - Extending Students' Language
 - Prompting Reformulation
 - Reformulating Students' Output
 - Scaffolding
 - When to Correct/Reformulate
 - Criteria
 - Good Language
 - Boardwork
 - Practising Error Correction
 - End Notes
 - Reading List

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Unit 14: Correction and Reformulation

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Task 5: Correction Techniques Used by Experienced Teachers.


Watch the lesson clips below and complete the table with the techniques they use. Click on the box for the teacher and the technique to mark your choice.

Exercise 2 / 4



Correction techniques used by Jonathan	
<input type="checkbox"/>	1. Non-verbal means
<input type="checkbox"/>	2. Finger highlighting
<input type="checkbox"/>	3. Blanks on the board
<input type="checkbox"/>	4. Write what the student(s) said on board
<input type="checkbox"/>	5. Give students options to choose from
<input type="checkbox"/>	6. Ask a question
<input type="checkbox"/>	7. Use terminology as a prompt
<input type="checkbox"/>	8. Use the phonemic chart
<input type="checkbox"/>	9. Repeat the sentence up to the error
<input type="checkbox"/>	10. Draw a time line

Check Answers Show Answers Try Again

 Click to view a summary of the answers in printable format.

Exercise 2 / 4



Cambridge CELTA Course Online

Unit 5: Using Your Coursebook 1



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Task 2

At the beginning of this course, you were assigned to a group. In this task, you need to go to the designated Discussion Forum for your group – Group A, Group B, etc. Each group will analyse how an experienced teacher exploited the materials from 'face2face' which you looked at on the previous screens. When you go to your group Discussion Forum, you will find the lesson plan your group needs to discuss. Use the questions below to guide your analysis and make notes before discussing the questions with your group within your group Discussion Forum.

1. What do you think is the main aim of the lesson? If skills, which one(s); if language, lexis or grammar?
2. Why has the teacher ordered the lesson in the way they have? What are the benefits for the students?
3. What do you notice about the interaction in the class? Is it mostly teacher to student, or student to student?
4. When planning the lessons, the teachers wrote themselves some reminders about things that they thought were important for the lesson to work. For example, all of the teachers wrote that it is important to get students interested in the topic of the lesson first. Read your teacher's plan to decide what else they believe was important.

It is important to

It is important to

It is important to

Click on your Group Discussion Forum to see the lesson plan and post your thoughts. Your tutor will also contribute to this discussion.

Discussion Forum Group A
Discussion Forum Group C

Discussion Forum Group B
Discussion Forum Group D

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Virtual Classroom

The screenshot displays a virtual classroom interface with the following components:

- Navigation Menu (Left):** Includes 'Welcome Page', 'Start Course', 'Forums', 'Room', 'Liveroom' (highlighted with a red arrow), 'Members', 'Hand-in', and 'Portfolio'.
- Menu Bar:** File, Session, View, Tools, Window, Help.
- Toolbar:** Contains icons for file operations, editing, and communication.
- Participants Panel:** Shows a list of participants (currently empty) and indicates '2 Participants' at the bottom.
- Chat Panel:** Includes a 'Show' dropdown set to 'All', a message history showing 'Joined on May 16, 2007 at 3:15 PM', and a 'Send to This Room' dropdown.
- Audio Panel:** Features 'Microphone' and 'Speaker' status indicators with volume sliders.
- Whiteboard - Main Room:** Displays a slide titled 'Welcome to the session on lesson planning'. The slide content is:

**Welcome to the session on
lesson planning**
- Footer:** A status bar at the bottom right indicates 'In session for 20 minutes.'



Run the Cambridge CELTA Course Online

- Available to existing CELTA centres -
Sept 11
- Access to online course materials
£80.00, +VAT, per trainee



Next steps

- Visit the website:
 - www.CambridgeESOL.org/CELTA - course demonstration (coming soon)
- Attend events
 - Tuesday 29 March: Presentation at IH London
 - Sunday 17 April: IATEFL panel discussion
- Request more information
 - Feedback forms on your seat
- Register
 - Email TeachingAwards@CambridgeESOL.org to register to run the Cambridge CELTA Course Online



Thank You

Any Questions?