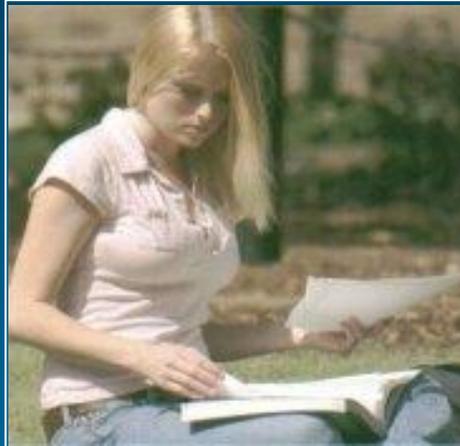# CELTO™

CELTO COURSE

CELTO/TEYL
COMBINED COURSE

Internationally recognised and accredited affordable, flexible, professional qualification for teaching English online

CELTO COURSE

Structure & Aims

Course and unit titles	Aims for trainees
Certificate of Language Teaching Online (CELTO)	
Unit 1 - Introduction to Teaching Online	- learn about the benefits of teaching online - consider the qualities that a successful online teacher should possess - reflect on the role of a teacher in the modern learning environment
Unit 2 - Bringing About Success	- learn how to stimulate students to produce language - learn how to teach and not to lecture - learn how to minimise silence and improve students' fluency
Unit 3 - The Basic Principles of All TEFL/TESOL	- gain a basic understanding of the principles of good ESOL teaching - reflect on the importance of a caring environment in the classroom - become familiar with principles and techniques of communicative teaching
Unit 4 - Teaching Grammar	- understand how Communicative Methodology can make the study of grammar exciting - understand how students' native language may interfere with their learning of English grammar - learn the difference between teaching grammar deductively and inductively - read a step-by-step guide for preparing a good grammar lesson
Unit 5 - Teaching Pronunciation	- understand the reasons why students mispronounce English words - learn how to diagnose pronunciation problems by considering students' L1 - become familiar with the International Phonetic Alphabet - consider some common pronunciation problems - learn two specific techniques of teaching pronunciation

Unit 6 - Planning Your Teaching	• learn about the benefits of preparing a solid lesson plan and risks of not preparing one • review the process of lesson planning, from setting the aims to self-evaluation • learn how to structure a lesson according to the Presentation-Practice-Production model
Unit 7 - Practice, Production and Progress	• reflect on ways to cultivate a conducive student 'lifestyle' • consider ways to overcome the constraints of learning English in a different language environment • learn about some tactics of organising group lessons • look at production as a way to measure student progress
Unit 8 - Designing Materials and Courses	• understand why it is helpful to design a long-term plan for your online course • practise planning a course • find the links to some useful sources of materials for your course learn why it is a good idea to create your own materials and what kinds of materials you can create

Assessment

The assessment consists of the following.

CELTO:

1 auto-marked test at the end of **each unit** (**8** tests total) with an unlimited number of attempts allowed.

1 tutor-marked assignment at the end of the CELTO course assessing candidates' understanding of key concepts from various parts of the course. Candidates may have a maximum of three attempts.

Note: The course material can be accessed and read in any order, however it is recommended to progress from unit to unit in the order of the course (above). The next assessment (whether it be test or assignment) is not opened until the previous one has been passed.

CELTO WITH TEYL COURSE

Structure & Aims

Course and unit titles	Aims for trainees
Certificate of Language Teaching Online (CELTO)	
Unit 1 - Introduction to Teaching Online	- learn about the benefits of teaching online - consider the qualities that a successful online teacher should possess - reflect on the role of a teacher in the modern learning environment
Unit 2 - Bringing About Success	- learn how to stimulate students to produce language - learn how to teach and not to lecture - learn how to minimise silence and improve students' fluency
Unit 3 - The Basic Principles of All TEFL/TESOL	- gain a basic understanding of the principles of good ESOL teaching - reflect on the importance of a caring environment in the classroom - become familiar with principles and techniques of communicative teaching
Unit 4 - Teaching Grammar	- understand how Communicative Methodology can make the study of grammar exciting - understand how students' native language may interfere with their learning of English grammar - learn the difference between teaching grammar deductively and inductively - read a step-by-step guide for preparing a good grammar lesson
Unit 5 - Teaching Pronunciation	- understand the reasons why students mispronounce English words - learn how to diagnose pronunciation problems by considering students' L1 - become familiar with the International Phonetic Alphabet - consider some common pronunciation problems - learn two specific techniques of teaching pronunciation

Unit 6 - Planning Your Teaching	• learn about the benefits of preparing a solid lesson plan and risks of not preparing one • review the process of lesson planning, from setting the aims to self-evaluation • learn how to structure a lesson according to the Presentation-Practice-Production model
Unit 7 - Practice, Production and Progress	• reflect on ways to cultivate a conducive student 'lifestyle' • consider ways to overcome the constraints of learning English in a different language environment • learn about some tactics of organising group lessons • look at production as a way to measure student progress
Unit 8 - Designing Materials and Courses	• understand why it is helpful to design a long-term plan for your online course • practise planning a course • find the links to some useful sources of materials for your course learn why it is a good idea to create your own materials and what kinds of materials you can create
Teaching English to Young Learners (TEYL)	
Unit 1 - Characteristics of Young Language Learners	• become aware of the differences between teaching students of different age groups • learn some typical characteristics of young children, older children and teenagers as language learners. • consider the implications of that knowledge for teaching EFL
Unit 2 - How Young Learners Learn Best	• consider cognitive abilities of young learners and what impact those abilities have on the way they acquire language. • learn about ways to exploit children's love of fun and games and their natural capacity for imagination in the classroom. understand how to create an optimal learning environment

Unit 3 - Managing Young Language Learners	• learn about ways to make young learners feel secure in class
	• consider the benefits of different ways of grouping students
	• learn about the main strategies of teaching mixed-ability classes

Assessment

The assessment consists of the following.

CELTO:

1 auto-marked test at the end of **each unit** (**8** tests total) with an unlimited number of attempts allowed.
1 tutor-marked assignment at the end of the CELTO course assessing candidates' understanding of key concepts from various parts of the course. Candidates may have a maximum of three attempts.

TEYL:

1 short tutor-marked assignment at the end of **each unit** (**8** total) assessing candidates' understanding of the key concepts of the unit. Candidates may have a maximum of three attempts.

Note: The course material can be accessed and read in any order, however it is recommended to progress from unit to unit in the order of the course (above), first going through CELTO and then through TEYL. The next assessment (whether it be test or assignment) is not opened until the previous one has been passed.

WHY INTESOL IS CONSIDERED THE BEST

INTESOL is proud to be working with our awarding body, ALAP (Awarding Language Acquisition for Professionals).

Head of Accreditation at ALAP, Paul Rogers:

"The world of education is often marred by questionable certification of academic courses. In order to differentiate between genuine, professional qualifications and those that are produced for commercial gain, it is essential that education companies provide accredited certification. Accreditation is the recognition by an external body that a course and/or training provider has met a certain set of standards and best practice. I am delighted to be associated with INTESOL as the company is an outstanding example of this best practice."

Dr Paul Rogers MSc, PhD, FCoT, FIFL, FInstLM, FRSA
Head of Accreditation – ALAP

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Excellence · Quality · Success