



Intensive School of English Language Limited

ISE Hove: 2 The Drive, Hove, East Sussex, BN3 3JA, UK

Tel: +44 (0) 1273 749244 Fax: +44 (0) 1273 357224

Email: [teachertraining@ise.uk.com](mailto:teachertraining@ise.uk.com) Web: [www.ise.uk.com](http://www.ise.uk.com)

# CELTA ASSIGNMENTS MANUAL

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## CELTA Assignments – how should you present your work?

It is difficult to generalise about the CELTA assignments that you will be doing since they require quite different formats. Please, therefore, read these notes as an attempt to help – especially to help people who have not written an academic assignment for some time. The notes should not be read as an absolute prescription for all four assignments.

1. If possible use a word processor.
2. If you do not have one, the school has two or three in room 6, Duke Street site and several more on the top floor at the Hove site – check with reception for availability – alternatively you might consider a session in an internet cafe.
3. Apart from all the other advantages of word-processing your work, in the event that the tutor asks you to rewrite something or resubmit the whole assignment, it will be much more straightforward if the original was word-processed.
4. Do not rely on spell checking! Always proof-read the whole assignment yourself. Look at this, and be warned!

I have a spelling checker  
It came with my PC.  
It plainly marks for my revue  
Mistakes I cannot sea.

I've run this poem threw it  
I'm sure your please to no  
It's letter perfect in it's weigh  
My chequer tolled me sew

5. There is zero tolerance of language mistakes in all your written output on the course and especially those documents that will end up in your portfolio – it will save a lot of time if all work you submit is in the best possible condition from the start.
6. Quotations – the best way to deal with quotations is to:
  - a. include them in your text in quotation marks followed by a footnote indicating the surname of the author, year of publication of the book and page number.
  - b. Then you should have a bibliography at the end of your assignment listing all the books you have quoted with the name of the author, year of publication, title and publisher
7. Do it like this: “it is important for teachers to vary the quality of their voices ....”<sup>1</sup>

#### Bibliography

Harmer J, 1998, How to teach English, Longman

8. If you need to include phonemic transcriptions, you will find the following site very helpful:

<http://davidbrett.uniss.it/phonemicTypewriter/phonemicTypewriter.html>

You should acknowledge this site in your bibliography if you use it.

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<sup>1</sup> Harmer, 1998, p.17

## Notes on originality

All work submitted must be your own work, you must ensure:

1. Phrases, sentences and passages taken verbatim from a published work are placed in quotation marks, or identified, and the source is acknowledged within the text or in a footnote.
2. Paraphrasing, ideas and arguments taken from a published work are clearly referenced.
3. The inclusion of any other intellectual property, for example, illustrations, diagrams, proofs, designs, computer software, in written test or project work is clearly identified and acknowledged.
4. The inclusion of material from electronic sources is carefully referenced and only Web sites freely accessible to the marker must be used.
5. The use of the work of others is not of such volume or importance that it outweighs rather than supports your own contributions.
6. All references are summarised in a final bibliography.

## Submitting your assignments

1. Please use all the checklists and marking grids to ensure your assignment is complete and meets all the marking criteria
2. Make sure you submit a marking grid with your assignment
3. Sign the record sheet when you place your assignment in the in-box in reception
4. Do not give your assignment direct to a tutor
5. Remember there is a rigorous requirement for well-expressed language in all assignments so you **must** ensure that your assignment has been carefully proof-read before you submit it.

## If you are asked to resubmit an assignment:

1. Don't get upset – this is not unusual – many good CELTA candidates find the assignments quite challenging and find they need a second attempt.
2. Read all the tutor's comments very carefully – **speak to the tutor if there is anything you don't understand or can't read.** Remember we want to help you, not make your life more difficult!
3. Follow resubmission instructions to the letter. Change everything you have been asked to change – don't change anything else.
4. Make sure you hand in the resubmission by the deadline (this is written on the marking sheet)
5. Hand in a fresh marking sheet with your resubmission
6. **Enclose the original submission and the original marksheet with the new submission when you hand it in.**
7. Please remember there can only be one resubmission.
8. Good luck!

## When you get your assignment back

1. When you finally get your marked assignment back it should be filed with the marking grid uppermost in a labeled plastic pocket at the back of your portfolio.
2. These should eventually be in the following order:
  - a. Focus on the learner assignment
  - b. Language related assignment
  - c. Language skills related assignment
  - d. Lessons from the classroom assignment
3. You must file original submissions and marking grids with any resubmissions that you are filing.
4. Now update the table on page 10 of your CELTA 5 i.e.
  - a. Tick in the appropriate column
  - b. Sign to confirm that the assignment was your own work

## CELTA ASSIGNMENT: Focus on the learner

### **Preparation**

1. Choose a student from one of the TP classes and make notes on his / her learning style, background, previous experience of and reasons for learning English.
2. Read the chapter in Swan's "Learner English", or other work, relating to the issues of learning English for someone with your chosen student's mother tongue.
3. Prepare a questionnaire / interview schedule to find out the information for 1 above plus any other relevant points which result from your observation of the student. (a copy of this list of questions should be attached as an appendix to your assignment)
4. Interview the student. This shouldn't take more than 10 minutes.
5. Collect some written language from your learner, for example, some recent written homework or something written in class. If nothing is readily available, write a short letter to the learner and ask them to write back to you. (A sample letter is attached)

### **Assignment brief**

- i. Briefly describe your student's background, previous language learning experience and reasons for learning English and comment on his/her learning style. Say how beneficial or otherwise you feel these factors are. Make general recommendations as to how you could help the student become a more successful learner of English.

*For example:*

"Juan Carlos is a very visual learner and has a problem with listening comprehension. I recommend he watches more TV, initially with subtitles and as he becomes more confident, without. I also recommend listening to the radio, particularly BBC Radio 4."

- ii. Briefly describe your learner's needs. You can usefully do this from two points of view – the learner's and your own. A simple way of achieving this is to ask the learner, during the interview, to complete a simple self-assessment (a sample grid is attached). You can include this in your assignment and comment from your point of view about the accuracy of the learner's assessments.
- iii. From the data you have collected, identify 4 specific linguistic (i.e. grammar, vocabulary, pronunciation,) problems, including at least 1 of each type. For each problem, quote your student's mistake(s) by way of exemplification and make specific suggestions to help him/her overcome the problem. Include relevant references from resource books, giving title, author (s), publisher & page reference in the body of the assignment and attach attributed photocopies of activities (no more than 2 sheets) to the assignment. The CELTA library has ample resources for this purpose. In each case, briefly explain how you believe the selected activity will help the student. Please do not use your current TP coursebook for this purpose.

*For example:*

Problem: the student often omits the -s ending from the third person singular form of the present simple, e.g. \*"he live in London"

Suggestion: lots of drilling of the correct form and refer to "English Grammar in Use" by Raymond Murphy, OUP, pp 4-5, Ex. 2.1 A & B (see attached).

Rationale When talking to Juan Carlos it became clear that he "knows" very well how to form the 3<sup>rd</sup> person singular, simple present – he simply forgets to add the 's'. Extensive practice should help him form the habit.

**The assignment should be written in report form, with an overall title & subheadings. It should be word-processed and error free.**

**750 – 1,000 words approx.**



Sample letter

Dear .....

How are you?

My name's ..... and as you know, one of the things I have to do on my course is to prepare a study of you.

I thought it would be a good idea if I introduced myself to you first.

I'm 42 and I was a chemical engineer but now I am training to become a teacher. I'm married and I have two lovely children – both girls aged 8 and 11.

I love to travel and visit other countries and cultures. My hobbies include reading and bungee jumping.

What about you? Tell me a bit about yourself; where you're from, why you're here, how old you are, what your ambitions are for the future, etc. etc.

Looking forward to hearing from you,

With best wishes

Sample self-assessment grid

	Not good	Nearly good enough	Good	Important	Not important
Reading					
Writing					
Speaking					
Listening					
Grammar					
Vocabulary					
Pronunciation					

Pre-submission check-list (All items important but especially those in **bold**)

Component	criteria	✓
I have described and commented on my learner's learning style(s)	1	
I have described and commented on his/her English language learning background	1	
I have described and commented on his/her motivation/reasons for learning English	1	
I have described and commented on his/her perceived needs	2	
I have included a copy of the questionnaire/interview schedule I used	1 & 2	
I have included a copy of the learner's written work	2	
<b>I have described 4 specific language problems the learner has</b>	2 & 4	
<b>I have given examples of these problems from the data I collected</b>	4	
I have made some general recommendations for future improvement	2	
<b>I have made specific recommendations for each of the 4 issues identified</b>	3 & 4	
<b>I have included 2 (only) photocopied and attributed remedial activities</b>	3 & 4	
I have properly attributed all references to published materials in the assignment	6	
I have proof-read the assignment or had it proof-read for me	7	
I have read through the marking grid and submitted it with my assignment	all	

## Focus on the learner – Marking grid

**Candidate to complete this section**

Name _____	Submission deadline _____
Submission date _____	
If this is a late submission, was an extension formally agreed and recorded? Yes/No	

**Note to candidates:** Please submit this grid with your assignment. Other than the box above, please do not write on it. To pass this assignment you need to meet all the criteria. If you do not, you may be asked to resubmit or the assignment may be failed.

Criterion	Below Standard	To Standard
1. Shows awareness of how the learner's background, previous learning experience and learning style affect learning	Missing or inadequate	Described and commented on.
2. Identifies the learner's language systems and skills needs	Missing or inadequate	Described and commented on.
3. Correctly uses terminology relating to the description of language systems and language skills	Missing or inadequate	Mostly or fully accurate and relevant
4. Selects and attributes appropriate materials and or resources to aid the learner's language development and attaches two examples	No or yes but inappropriate	Yes and appropriate
5. Provides rationales for using specific activities with the learner	No	Yes
6. Finds, selects and references information from one or more sources.	No	Yes
7. Uses written language that is clear, accurate and appropriate to the task	No	Yes (Or Yes but with very few minor flaws)

Overall assessment:

**Fail:** \_\_\_\_\_      **Pass:** \_\_\_\_\_      **Resubmit:** \_\_\_\_\_

Please see assignment for detailed comments. Resubmission requirements:

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Resubmission deadline: \_\_\_\_\_ Tutor's name \_\_\_\_\_

2<sup>nd</sup> marker's comments

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## CELTA LANGUAGE RELATED ASSIGNMENT

This assignment focuses on your ability to identify the significant features of the form, phonology, meaning and use of language items and the use of relevant information from reference materials.

### Analyse the following language items:

NB Target language is underlined; where the examples are paired, you will need to contrast them.

1. I was going to phone you yesterday, but I forgot.
2. She must have gone home by now.
3. Open the window, will you?  
I wonder if you'd mind opening the window.
4. She's phoned 3 times today.  
She phoned 3 times today.
5. A stranger  
A foreigner

### Include the following in your analysis:

1. Generative context
2. Meaning
3. Form
4. Phonemic transcription, an indication of stress and comments on pronunciation
5. Concept checking questions (with answers), and, where appropriate, time lines, diagrams, pictures, etc

**This assignment should be written / word-processed on the table provided. An electronic version is available from ISE Reception, on request. The assignment should be error free and 750 – 1,000 words in length. It must be submitted complete with marking grid(s).**

**Please see the next page for an example.**

CELTA Language related assignment. Example

She shouldn't have walked home alone

1. Generative Context *A woman student in Brighton walked home by herself late at night and was mugged. She was carrying a lot of cash, didn't tell her friends she was leaving the club and walked down some dark steps. The next day I criticised her actions.*

2. Meaning

*We use this form to express a critical attitude towards the past actions of someone else. (Advice after the event - Rosemary Aitken - Teaching Tenses - p. 138)*

3. Form

*(subject) + should (+ not) + have + past participle*

4. Phonemic transcription, including marking the main stressed syllables

*(Longman dictionary of contemporary English)*

*Particular attention needs to be paid to the weak form of "have" and, possibly there may need to be some revision of the various pronunciations of the "ed" ending of the past participle*

5. Concept checking questions (with answers), and, where appropriate, time lines, diagrams, pictures, etc

<i>Did she go home by herself?</i>	<i>Yes</i>
<i>Was it dangerous?</i>	<i>Maybe</i>
<i>Was it a good idea?</i>	<i>No</i>
<i>Am I criticising her?</i>	<i>Yes</i>
<i>Am I talking about the past or the future?</i>	<i>The past</i>

CELTA Language Related Assignment, item 1

I was going to phone you yesterday, but I forgot.

1. Generative Context

2. Meaning

3. Form

4. Phonemic transcription, including marking the stressed syllables and notes on pronunciation

5. Concept checking questions (with answers), and, where appropriate, time lines, diagrams, pictures, etc (please continue overleaf if necessary)

CELTA Language Related Assignment, item 2

She must have gone home by now.

1. Generative Context

2. Meaning

3. Form

4. Phonemic transcription, including marking the stressed syllables and notes on pronunciation

5. Concept checking questions (with answers), and, where appropriate, time lines, diagrams, pictures, etc (please continue overleaf if necessary)

CELTA Language Related Assignment, item 3

Open the window, will you?

I wonder if you'd mind opening the window.

1. Generative Context

2. Meaning

3. Form

4. Phonemic transcription, including marking the stressed syllables and notes on pronunciation

5. Concept checking questions (with answers), and, where appropriate, time lines, diagrams, pictures, etc (please continue overleaf if necessary)



CELTA Language Related Assignment, item 4

She's phoned 3 times today.

She phoned 3 times today.

1. Generative Context

2. Meaning

3. Form

4. Phonemic transcription, including marking the stressed syllables and notes on pronunciation

5. Concept checking questions (with answers), and, where appropriate, time lines, diagrams, pictures, etc (please continue overleaf if necessary)

CELTA Language Related Assignment, item 5

A stranger

A foreigner

1. Generative Context

2. Meaning

3. Form

4. Phonemic transcription, including marking the stressed syllables and notes on pronunciation

5. Concept checking questions (with answers), and, where appropriate, time lines, diagrams, pictures, etc (please continue overleaf if necessary)

## Language Related Assignment– Marking grid

**Candidate to complete this section**

Name _____	Submission deadline _____
Submission date _____	
If this is a late submission, was an extension formally agreed and recorded? Yes/No	

**Note to candidates:** Please submit this grid with your assignment. Other than the box above, please do not write on it. Before you submit your work, please use this grid to check that you have adequately covered all aspects of the assignment and included everything that is required. To pass this assignment you need to meet all the criteria. If you do not, you may be asked to resubmit or the assignment may be failed.

Criterion	Below Standard	To Standard
1. Analyses language correctly for teaching purposes by:		
including an appropriate and helpful context	Missing or inadequate	All or nearly all adequate and appropriate
including appropriate CCQ's and correct anticipated answers	Missing or inappropriate	All or nearly all adequate and appropriate
adding appropriate visuals, timelines etc. when helpful	Missing or inappropriate	All or nearly all adequate and appropriate
2. Correctly uses terminology relating to form, including a formulaic analysis	Frequent inaccuracies	Mostly accurate, occasional slip
3. Correctly uses terminology relation to meaning and demonstrates understanding	Frequent inaccuracies	Mostly accurate, occasional slip
4. Correctly uses terminology relating to phonology – e.g. weak forms, stress, link etc. & provides a phonemic transcription of language items(s) with stress/intonation indicated	Frequent inaccuracies	Mostly accurate, occasional slip
5. Accesses reference material & references information learned about language to an appropriate source	No evidence – even implicit – of appropriate source being referenced	Evidence (even implicit) of some referencing of appropriate sources
6. Uses written language which is clear, accurate and appropriate to the task	Numerous errors	Very occasional minor error

Overall assessment:

**Fail:**

**Pass:**

**Resubmit:**

Please see assignment for detailed comments. Resubmission requirements:

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Resubmission

Tutor's

deadline:

name

2<sup>nd</sup> marker's comments:

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## **CELTA ASSIGNMENT: Receptive language skills related assignment**

### **Assignment instructions**

(Please note that this assignment focuses on ***receptive*** skills)

1. Read or re-read Scrivener chapter 8 or Harmer chapter 7 or 10.
2. Select an appropriate piece of authentic<sup>2</sup> reading or listening material
3. Prepare tasks and any necessary materials for before, during and after reading/listening that lead within the period of instruction<sup>3</sup> to appropriate practice of the productive skills of speaking or writing
4. Produce a lesson plan incorporating your tasks and materials
5. Write a rationale of the lesson which should include:
  - a. A description of the target class
    - i. Number
    - ii. Level
    - iii. Special considerations if any
    - iv. Assumed knowledge/skills
    - v. Learner type(s) and age(s)
  - b. An explanation of why the particular material(s) were selected
  - c. An explanation of what learning outcomes are anticipated for the lesson, e.g. what skills and what sub-skills are to be practised and developed.
  - d. An explanation of how each stage/task will contribute to those learning outcomes
  - e. Supporting quotations from Scrivener and / or other appropriate sources
  - f. Overall length of assignment: 750 - 1,000 words – this does not include the materials but a full and detailed lesson plan counts as 250 words.
  - g. As you write the rationale, feel free to state “see lesson plan” rather than repeating information.

### **Brief bibliography**

Scrivener, J, 2005, Learning Teaching, Macmillan  
Harmer, J 2007 How to teach English, Pearson Longman

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<sup>2</sup> “Authentic” in this context means something that was originally designed for users of the language other than learners – coursebook material, therefore, will not fit the bill.

<sup>3</sup> Period of instruction = the lesson plus any planned follow-up homework assignment. You decide how long you want your lesson to be between 40 minutes and 1 ½ hours.

## **Receptive Language skills assignment**

### Pre-submission checklist

Component	✓
I have correctly described skills and sub-skills in my lesson	
I have described the number of learners in the class	
I have described the level of the class	
I have described the learner types and their ages	
I have detailed their assumed knowledge and level of achievement of skills	
I have detailed any special considerations relating to the class or individuals in it	
I have explained my reasons for choosing the particular material	
I have appropriately accounted for the needs and interests of the learners	
I have explained how the design of tasks contributes to the skills development targets of the lesson	
I have attributed references from one or more sources	
I have included the text or recording and appropriately attributed it	
I have included materials – or samples of them – to be used in the lesson	
I have proof-read the assignment or had it proof-read for me	
I have read through the marking grid and submitted it with my assignment	

## Receptive language Skills Related assignment – Making grid

<b><u>Candidate to complete this section</u></b>	
Name _____	Submission deadline _____
Submission date _____	
If this is a late submission, was an extension formally agreed and recorded? Yes/No	

**Note to candidates:** Please submit this grid with your assignment. Other than the box above, please do not write on it. Before you submit your work, please use this grid to check that you have adequately covered all aspects of the assignment and included everything that is required. To pass this assignment you need to meet all the criteria. If you do not, you may be asked to resubmit or the assignment may be failed.

Criterion	Below Standard	To Standard
1. Correctly uses terminology which relates to language skills and sub-skills	Avoids using relevant terminology or uses it inadequately or inappropriately	Uses appropriate terminology
2. Selects a reading text or listening material that is appropriate to the target learners	No	Yes
3. Relates task design to language skills development	No	Yes
4. Finds, selects and references information from one or more source	No	Yes
5. Uses written language that is clear, accurate and appropriate, in essay form with sub-headings	No	Yes

Overall assessment:

**Fail:** \_\_\_\_\_ **Pass:** \_\_\_\_\_ **Resubmit:** \_\_\_\_\_

Please see assignment for detailed comments. Resubmission requirements:

\_\_\_\_\_

Resubmission deadline: _____	Tutor's name _____
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2<sup>nd</sup> marker's comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **CELTA ASSIGNMENT – LESSONS FROM THE CLASSROOM**

### **1. PREPARATION**

Read or re-read Scrivener Chapter 17

Collect up and review:

- Your feedback from TP (tutor's and peers)
- Your notes from QT observations
- Your own self-evaluations

### **2. ASSIGNMENT INSTRUCTIONS**

This assignment is a reflective essay on the course and your views on the impact that the course has had on your development as an English language teacher.

Length: 750 – 1000 words

You should structure your reflections in relation to the following issues:

1. What strengths, interests, qualities, and experience do you feel you brought to the course?
2. How has the course impacted on all or any of these? **Use the evidence from your feedback for this and give concrete examples.**
3. What do you now consider to be your own strengths and weaknesses as an English language teacher as the course draws to an end? **Use the evidence from your feedback for this and give concrete examples.**
4. What is your post-CELTA Action Plan in order to continue your professional development? You may wish to consider possibilities in the following list.
  - Joining a professional association
  - Doing some action research in your classroom
  - Observing others and getting others to observe you
  - Subscribing to professional publications
  - Reviewing & re-reading course materials etc from CELTA
  - Researching particular issues on the internet
  - Taking a further developmental course
  - Keeping a diary or journal
  - Starting an electronic portfolio
  - Learning a new language

**Please note the marking grid and criteria and submit this with your assignment**

## CELTA Lessons from the classroom – Marking grid

**Candidate to complete this section**

Name _____	Submission deadline _____
Submission date _____	
If this is a late submission, was an extension formally agreed and recorded? Yes/No	

**Note to candidates:** Please submit this grid with your assignment. Other than the box above, please do not write on it. Before you submit your work, please use this grid to check that you have adequately covered all aspects of the assignment and included everything that is required. To pass this assignment you need to meet all the criteria. If you do not, you may be asked to resubmit or the assignment may be failed.

CRITERION	TO STANDARD	NOT TO STANDARD
Notes own strengths & weaknesses in different situations in the light of feedback from learners, peers & Trainers		
Identifies in which ELT areas of knowledge/skills further development is needed		
Describes how they might specifically extend and develop ELT knowledge & skills post-CELTA		
Does the above with an appropriate format & clear and accurate language		

Overall assessment:

**Result**

**Pass** \_\_\_\_\_ **Fail** \_\_\_\_\_ **Resubmit** \_\_\_\_\_

Resubmission deadline: \_\_\_\_\_

Comments: \_\_\_\_\_

Signed: \_\_\_\_\_ Tutor's name

Second marker's comments \_\_\_\_\_

Signed: \_\_\_\_\_ Tutor's name

Received on \_\_\_\_\_