

TEACHER TRAINING PROGRAMS APPLICATION & PRE-INTERVIEW TASK

CELTA ONLINE PROGRAM



STUDENT INFORMATION

Student number (ILSC use only)	
<input type="checkbox"/> Male <input type="checkbox"/> Female	Birthdate (MM/DD/YY)
First name	
Middle name(s)	
Last name	
First language:	Nationality:
Address: Street	
City	State/Province
Country	Postal Code
Telephone number	
Mobile number	
Email	
Current occupation	

TECHNICAL REQUIREMENTS

Have you ever taken an online course before? Yes No

Confirm that you have read and meet the technical requirements listed on the ILSC website Yes No

How comfortable do you feel with virtual learning environments and software (e.g. discussion forums, live conferences, etc.)?

How comfortable are you with uploading files to the web (e.g. videos, pictures, documents)?

Please add any other information to support your application for the online CELTA course (e.g. familiarity with computers, resolving technical issues, etc.)

STUDY INFORMATION AND INTERVIEW ARRANGEMENT

WHEN DO YOU WANT TO TAKE THE CELTA PROGRAM?

First choice	Second choice
When and how do you prefer to be interviewed? <input type="checkbox"/> In person <input type="checkbox"/> Telephone (please specify phone number): <input type="checkbox"/> Skype (please specify Skype contact name):	Where do you want to do the practicum? <input type="checkbox"/> Montreal <input type="checkbox"/> Vancouver <input type="checkbox"/> Toronto <input type="checkbox"/> New Delhi
Preferred date(s)	Preferred time(s)
Do you need accommodation arrangements <input type="checkbox"/> Yes <input type="checkbox"/> No	

EDUCATION

NAME OF INSTITUTION	NAME OF QUALIFICATION	YEAR OF COMPLETION

OTHER RELEVANT QUALIFICATIONS

KNOWLEDGE OF OTHER LANGUAGES

	<input type="checkbox"/> Read	<input type="checkbox"/> Listen	<input type="checkbox"/> Speak	<input type="checkbox"/> Write
	<input type="checkbox"/> Read	<input type="checkbox"/> Listen	<input type="checkbox"/> Speak	<input type="checkbox"/> Write
	<input type="checkbox"/> Read	<input type="checkbox"/> Listen	<input type="checkbox"/> Speak	<input type="checkbox"/> Write

EXPERIENCE TEACHING ENGLISH AS A FOREIGN LANGUAGE, AND/OR OTHER RELEVANT EXPERIENCE

Previous experience is only a recommendation, not a requirement

SCHOOL/COMPANY	DESCRIPTION

TEACHER TRAINING PROGRAMS

APPLICATION & PRE-INTERVIEW TASK

CELTA ONLINE PROGRAM

PLAGIARISM POLICY

ILSC Education Group and the University of Cambridge have a very strict plagiarism policy which applies to all of your work in the CELTA program, including:

- Application documents
- Lesson plans
- Classroom observation reports
- Self-created materials and handouts

WHAT'S PLAGIARISM?

Plagiarism is the unauthorized use or close imitation of the language and thoughts of another, and the representation of them as your own original work.

CONSEQUENCES OF PLAGIARISM

Any suspicion of plagiarism will lead to investigation of your portfolio by the tutors, and, for CELTA students, also by the University of Cambridge. Confirmed acts of plagiarism can lead to being dismissed from the course and failure to receive the CELTA certificate.

By signing below, I confirm that I have read, and understand the plagiarism policy for CELTA programs at ILSC.

Student name (please print)	Date (MM/DD/YY)
Student signature	

REFERRAL

HOW DID YOU HEAR ABOUT THE COURSE?

Friend/Family (please name):

Agent (please name):

If someone referred our CELTA course to you, provide his/her full name & address:

Greystone College website

Cambridge website

ILSC Education Group website

Google/Facebook Advertisement

Other (please specify):

PERSONAL STATEMENT

In approximately 400 words, please explain why you want to take the course and why you feel you would be a successful teacher of English as a foreign language.

LANGUAGE AWARENESS

PRE-INTERVIEW TASK

Please complete the task here and return it with your application. The pre-interview task is an important factor in considering your application. Be aware though, that the pre-interview task is not a test, but is an opportunity for you to show that you are able to analyze and think about aspects of language as you will when planning and teaching. Please feel free to use references if you wish.

PART ONE: DIFFERENCES IN MEANING

Imagine that you are explaining the difference in meaning of the following sentences to a student. In each case:

- i. Identify the verb pattern (e.g. reporting verbs, relative clauses) or parts of speech (e.g. noun, verb, adjective)
- ii. Write how you would explain or show the differences in meaning

EXAMPLE

	a) I worked as a teacher for 10 years.	b) I've worked as a teacher for 10 years.
i.	Simple past	Present perfect simple
ii.	The simple past is used to talk about things that happened in the past, are finished and have no connection with the present. We usually know when the action happened. In the example, I'm not working as a teacher now. The action is finished/complete. The present perfect is used to talk about the duration of an action that started in the past, and continues up to and includes the present. In the example, I still work as a teacher. The action isn't finished/complete and it has a connection with the present.	

1	a) If he asks me, I will say yes.	b) If he asked me, I would say yes.	c) If he had asked me, I would have said yes.
i.			
ii.			

2	a) She is a skinny woman.	b) She is a slim woman.
i.		
ii.		

LANGUAGE AWARENESS

PART TWO: ERROR CORRECTION

Imagine that your students wrote the following sentences. In each case:

- i. Identify the mistake
- ii. Write the correct form
- iii. Explain your correction

EXAMPLE

It was much more easier than I thought.

- i. more easier
- ii. It was easier than I thought.
- iii. To make comparative forms of one-syllable adjectives ending in “y”, we change “y” to “i” and add “er” at the end of the word. We use “more” with two- or three-syllable adjectives.

1	I wish I could of done a better job yesterday.
i.	
ii.	
iii.	
2	For more detailed informations about the product, please contact our representatives.
i.	
ii.	
iii.	
3	They didn't have money enough to continue the journey.
i.	
ii.	
iii.	

LANGUAGE AWARENESS

PART THREE: PRONUNCIATION

1) Look at the following words and decide which syllable carries the main stress. Indicate the stressed syllable using capitalization, and put the words into the correct column according to the number of syllables.

Word List	xX	Xx	Xxx	xXx	xxXx	xXxx	xxXxx
Example: photograph			PHOtograph				
photographic							
advertisement							
impressive							
object (noun)							
object (verb)							

2) Look at the following words and decide which syllable carries the main stress. Indicate the stressed syllable using capitalization. Look at the vowel sounds in the stressed syllables and put the words into the correct columns. Use a dictionary to help you (e.g., <http://dictionary.cambridge.org/us/>)

Word List	/æ/	/e/	/ɪ/	/ɑ/	/ʌ/
Example: attract	aTTRACT				
sentence					
atomic					
principle					
thunder					
command					
expensive					

LANGUAGE AWARENESS

PART FOUR: FUNCTIONS

The following modal verbs perform a specific language function. For example: giving advice, asking for permission, etc. State the function of the modal verbs in each sentence.

1)

You must stay at home.	
You must have left it at home.	
You really must come round for a drink sometime.	

2)

He can swim.	
You can't smoke in here.	
Can I help you?	

3)

You should see a doctor.	
He has studied hard, so he should pass.	
I should go home. I have to work on my lesson plan.	

TEACHING AND LEARNING

What aspects of the English language do you think would be especially difficult for adult learners? Why?

Think of a positive teaching scenario you have experienced as a (second language) student. What aspects of your learning experience were effective? Ineffective? What aspects of that teacher and his/her teaching style do you think would be particularly effective in an English Language Teaching environment?

Reflecting on your answers above, what do you think constitutes a good language lesson?

Please, email your completed application and pre-interview task to: celta.montreal@ilsc.com

Alternatively, you may drop off documents in person, or send by mail to: ILSC-Montréal, 410 Rue St-Nicolas, Suite 300, Montréal, Quebec, Canada, H2Y 2P5