

## سلتا چیست؟

این مدرک برای داوطلبانی طراحی شده است که آموزش زبان انگلیسی را در گذشته بسیار کم تجربه کرده اند یا افرادی که تجربه تدریس را به صورت عملی نداشته اند و یا برای کسانی مناسب است که مایلند مدرک آموزش زبان انگلیسی بین المللی داشته باشند. داوطلبان می بایست حداقل توانمندی لازم برای شرکت در این دوره را که عبارتست از: مدرک آیلتس با نمره ی ۷.۵ و یا حداقل نمره ی C1 از مرجع زبان مشترک اروپا (CEFR)<sup>1</sup> داشته باشند.

سلتا به سه طریق برگزار می شود:

کلاس های تمام وقت که معمولاً بیشتر از چهار یا پنج هفته طول می کشد.  
کلاس های پاره وقت حضوری که دوره آن چند ماهه است  
و کلاس های پاره وقت آنلاین که یک بازه زمانی سه تا نه ماهه است.  
آنچه در سلتا به شما آموزش داده می شود، شامل:

- اصول و قواعد موثر برای یک تدریس با کیفیت
- ایجاد مهارت کاربردی برای تدریس زبان انگلیسی به زبان آموزان
- یک تجربه عملی برای تدریس
- سلتا پنج عنوان کلیدی را پوشش می دهد:
- یک زمینه تعاملی آموزش و یادگیری میان مدرس و زبان آموز
- آگاهی و تحلیل زبان
- مهارت های زبانی شامل: خواندن، گوش کردن، صحبت کردن و نگارش
- برنامه ریزی و تهیه منابع مورد نیاز برای زمینه های متفاوت تدریس
- ارتقاء سطح مهارت های تدریس

### ارزیابی سلتا به چه صورتی است؟

ارزیابی در خلال دوره انجام می شود و نمره نهایی شما بر پایه پیشرفت در طول دوره، در انتها اعلام می شود. روش اصلی که در طی آن توانایی تدریس فرد سنجیده می شود، مجموع شش ساعت تدریس می باشد که در دو سطح متفاوت انجام می پذیرد، هم چنین ۴ تکلیف نوشتاری نیز باید انجام گردد. قبل از ورود به دوره های سلتا نیاز به یک مصاحبه توسط مدرس سلتا ی موسسه و داوطلب است که معمولاً از طریق اسکایپ انجام می شود.

این آزمون، یک آزمون آگاهی زبان (Language awareness) می باشد که شامل موارد زیر است:

- معنا و ساختار زبانی (Meaning and form of language)

- تشریح زبان (Describing language)

- زبان متن سازی (Contextualizing Language)

- کلمات و واج شناسی (Lexis and phonology)

### معنای زبانی چیست؟

(الف) معنا (definition)، تعریف یک کلمه است. برای مثال:

A spade is something we use for digging or.....

<sup>1</sup> (Common European Framework of Reference for Languages)

بیل وسیله ای است که برای حفاری یا ... استفاده می شود.

ب) استفاده (use) از آیتیم زبانی. برای مثال:

We use the present simple to talk about a regular habit; Peter gets up at 6am every day.

آنچه ساختار یا فرم به ما آموزش می دهد نقش دستوری یک کلمه است. برای مثال:

Spade is a noun (n)

و یا این که ساختار یک کلمه چگونه شکل می گیرد. مثلا:

3rd person singular adds -s

She works

حال به یک نمونه سوال که در مصاحبه ممکن است مطرح شود، می پردازیم:

Explain the difference between the following two sentences:

A) Peter lives in Manchester.

B) Peter is staying with friend in London.

Meaning and structures should be considered.

Sentence A shows that this is a permanent situation (present simple), whereas sentence B shows a temporary situation (present continuous)

Or you might be asked to correct mistakes and give a reason for the corrected version.

She has been living there ~~since 3 years~~

She has been living there for 3 years.

Reason: for is used with a length of time whereas since is used with a point of time.

### **Describing language:**

This is basically to see if you can label language. You might be asked to name tenses or parts of speech such as noun, verb, adjective, adverb, preposition, conjunction.

### **Contextualising language:**

ساخت متن و یک پیش زمینه فکری برای آموزش زبان روشی موثر است . برای مثال ممکن است معنای کلمه Spade را از شما بپرسند. با ایجاد یک زمینه فکری و مثال، زبان آموز معنای آن را درک می کند. به مثال زیر توجه کنید:

Dave is on the beach with his son and they want to build a sandcastle so they go to the shop and buy a spade for digging.

### **Lexis & phonology:**

Your knowledge of **lexis** might be tested by asking you to explain the difference in meaning between 2 words, for example small and tiny.

### **Phonology**, or pronunciation includes:

Areas like word stress or silent letters so you could be asked to mark the stress on a series of words like this

**investigate**      **record (verb)**      **particular**

Or they might ask you why learners might have problems pronouncing the following words:

Clothes

Knives

Cough

منابع مورد نیاز برای پاسخ گویی مصاحبه و یک نمونه از سوالات مصاحبه در این قسمت قرار داده شده است که با استفاده از آن با ساختار سوالات آشنایی بیشتری می‌توانید:

## CELTA PRE INTERVIEW TASK

You may like to refer to a grammar book to help you with certain sections of this task.

Suggested titles are:

- Practical English Usage (new edition) - Michael Swan (O.U.P.)
- English Grammar in Use – Raymond Murphy (Cambridge University Press)
- Grammar for English Language Teachers - Parrott, M. (Cambridge University Press)
- Oxford Guide to English Grammar - John Eastwood (O.U.P.)

Alternatively, the following web site addresses may also be of use:

<http://esl.about.com/cs/grammar/>

<http://www.aitech.ac.jp/~iteslj/links/ESL/>

<http://www.edufind.com/english/grammar/index.cfm>

<http://www.chompchomp.com/terms.htm>

### PART ONE – Language Awareness

A. Identify the underlined and numbered parts of speech from the following text.

Example: 1. 'I' = subject pronoun

"I (1) thought no more of Jean Charvin, but (2) by chance I met (3) him (4) next day on the road. He was (5) coming towards me. He carried a (6) black dispatch-case under (7) his (8) arm, and except for the (9) pink and white stripes (10) of his uniform and the ugly round straw hat that concealed his handsome (11) head of hair, you might (12) have taken him for a young lawyer on his way to court."  
(from A Man with a Conscience by Somerset Maugham)

B. Name the underlined and numbered tenses (or verb phrases) in the following text and comment on the meaning. (You may need to research in a grammar reference).

Example:

1. was waiting = past progressive (or continuous) used to talk about an activity that took place over a whole period of time

As I was waiting (1) in line at the immigration counter, I became (2) aware of the fact that I was surrounded by people of my own nationality once again. I had been (3) away for almost five years and I was no longer used to their accents and style of dressing. Finally, my passport was stamped (4) by a man who welcomed me back home and I exited into the arrival lounge of the airport. My parents were there to greet me. 'You haven't changed (5) at all,' said my mother as she hugged me. My father avoided saying anything personal.

'Not a very good welcome home, I'm afraid. It's raining (6) outside,' he said. I suddenly felt that coming home was a big mistake.

C. When studying verb phrases with foreign learners, it is often necessary to analyse the form of each verb phrase, that is, to break it down into its component parts. If we take the first example from the text above, we can analyse the form in the following way:

<p style="text-align: center;">I                      was                      waiting</p> <p style="text-align: center;">past continuous (or progressive) =</p> <p style="text-align: center;">subject + was / were + verb + '-ing' (or present participle)</p>
--

Now identify the name of the following underlined verb phrases (or tenses) and analyse their form in a way that is similar to the above example.

7. I've been living here for more than ten years.
8. I'll be leaving here on Friday.
9. Toyota cars are made in Japan.

D. Look at the following pairs of words and explain the difference between them:

1. Rob and steal
2. Sensible and sensitive
3. Foreigner and stranger

## **PART TWO - Pronunciation**

A. List the number of syllables and mark the stressed syllable in the following words:

Example: photo - 2 syllables

1. Photograph                      photographer                      photographic
2. Politics                      political                      politician

B. In the following two-line conversation, decide which word in B's reply is stressed.

Example:     A: Where do you come from?  
                   B: I come from Wellington.

A: Do you come from Wellington?  
 B: No, I work in Wellington.

A: Which one do you want to buy?  
 B: I want the green one.

A: Do you want to buy the green one?  
B: No, I want to rent it.

A: I'm six foot.  
B: No, how old are you?

### **PART THREE – Teaching & Learning**

A. Answer the following in 2 or 3 sentences:

1. How would you get students talking in class?
2. What are some of the reasons for and against teaching grammar rules?
3. How important are listening and reading when learning a foreign language?
4. What is a good way of teaching vocabulary?
5. What are the main reasons for and against correcting students' mistakes?

B. How would you most easily convey the meaning of the following to a group of language learners in the classroom? Do not use a dictionary definition. Assume a mixed nationality class – so no translation possible.

1. To switch (something on)
2. Secretary
3. Congratulations!
4. Reliable
5. Manage to do something (as in 'she managed to pass the exam')

C. Below are different stages in an English language lesson that aims to develop reading and speaking skills. The lesson centres around a written text that discusses The Greenhouse Effect on the planet. However, the order of activities is illogical.

Order each of the activities to make the lesson flow.

Write a brief rationale explaining why you have chosen your particular order.

For 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.
- f) The teacher gives the students the text.