Centre for English Language Teaching (CELT)
Specialised Courses
As a part of UWA, CELT reflects the University's traditions by providing high quality English language teaching in a friendly and very supportive environment. All teachers have degrees and specialist qualifications in English language teaching. All courses combine a pedagogically rigorous approach to teaching whilst giving students many opportunities to practise using English through tasks, activities and projects that are relevant to the interest of the group.

We also believe it is important to offer a wide range of services to support teaching and learning. In short, it is CELT’s main goal to give its students a rich and fruitful experience and to provide a quick, effective and pleasant service.

CELT organises two broad categories of courses for groups of participants from high schools, university faculties and corporate, government and cultural bodies. It designs courses specially for the needs of each particular group. In this kind of course, participants tend to stay together in the one class; however, they can join in cultural exchange activities with other international students at CELT.

The other type of group course offered by CELT gives participants the opportunity to take part in the Centre's mainstream courses with other international students.

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The University of Western Australia’s Centre for English Language Teaching (UWA CELT) is able to organise special courses for groups of participants. CELT has extensive experience designing courses for groups of sizes varying from four to more than 180 participants for durations from three days to several months. This brochure gives a brief introduction to the types of specialised courses that UWA offers through CELT. We invite you to contact us so that we can design a course that suits your unique needs.

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About CELT

The University of Western Australia is a vibrant university with a high reputation for the quality of its teaching and research, the beauty of its campuses and the richness of the experience it gives its students.

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Specialised Courses

CELT has extensive experience in the planning and delivery of intensive English language courses that are designed to meet the special needs of international institutional and corporate partners. These courses can be provided for between four days and 12 weeks and generally fall into one of three types; English + Australian Culture, English for Special Purposes and TESOL Professional Development. CELT has designed and offered English for Special Purposes courses with a focus on discipline areas such as engineering, medicine and management, amongst others. Its TESOL Professional Development courses aim to give practising teachers the opportunity to develop their knowledge of current approaches to English language teaching and learning and to explore ways to apply them to their own situations.

These courses are open only to the particular participant group. However, there is the possibility of incorporating activities that focus on inter-cultural communication with Australian and/or other international students. Specialised courses can be offered throughout the academic year for any duration up to 12 weeks, can focus on topics of interest to the group and be delivered across all levels of English proficiency; however it is best that the students are of a similar language ability.
Mainstream Group Enrolments

In addition to specialised courses, CELT offers groups of students the chance to participate in its mainstream General, Academic and Business English classes, which are taught in five-week terms, nine times a year. This option allows students to develop their English language skills with international students from a variety of countries at the same level of English proficiency. Groups taking this option can include additional excursions and cultural experiences on weekends and in non-teaching weeks.

Faculty visits

To complement the group’s English language studies, CELT can arrange student visits to university faculties. This will give participants the opportunity to have a valuable professional and cultural experience and to put into practise the skills developed during their course.

Services

As part of specialised or mainstream courses we arrange:

- Return airport transfers
- Homestay accommodation
- Public transportation discounts
- Assistance with Australian visa processing
- Participation in a variety of excursions, including weekend, day or overnight trips
- Student cards, which identify participants as UWA students
- A high level of ongoing support to students during their course

Fees

The all-inclusive fee for a course will depend on its specific requirements. CELT has a policy of applying economies of scale wherever possible to minimise fees, which are negotiable.
Examples of Specialised Courses

English + Australian Culture

This type of course, which includes intensive English language tuition, focussed on topics about Australian culture, is currently CELT’s most requested specialised course. Students develop their reading, writing, listening and speaking skills in the Australian cultural context and take part in excursions that reflect topics studied in class. Some areas of interest have included Australian People Today, Australian Sports and Festivals, Indigenous Australians, Australian Politics and Australian Native Fauna and Environment.

Sample timetable for first week of course

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td>08.45 - 10.15</td>
<td>Welcome &amp; placement tasks.</td>
<td>Vocabulary development &amp; speaking skills</td>
<td>Reading skills: strategies to become efficient and effective readers of English</td>
<td>Speaking skills: the language of descriptions</td>
<td>Writing skills: organising information for a short descriptive text</td>
<td>Cultural activity</td>
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<td></td>
<td>Morning tea with CELT students</td>
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<td>Task: collating information gathered during visit to King’s Park</td>
<td>Collaborative task: write a description for the class magazine about the connection of Indigenous Australians to their land</td>
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<tr>
<td>10.30 - 11.45</td>
<td>Course Introduction: How do we learn a language?</td>
<td>Listening skills: strategies to develop comprehension</td>
<td>Speaking skills: strategies for fluency</td>
<td>Research &amp; reading skills</td>
<td>Weekly review, including questions and answers</td>
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<td></td>
<td>Learning a Language: Introduction to communicative tasks</td>
<td>Topic: The many peoples of Australia</td>
<td>Collaborative task: preparing focus questions to help guide collection of information during the afternoon tour of King’s Park</td>
<td>Task: refine search questions for internet research task</td>
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<tr>
<td>11.45 - 12.45</td>
<td>Lunch</td>
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<tr>
<td>12.45 - 15.45</td>
<td>Tour of UWA Crawley campus and afternoon tea by the Swan River.</td>
<td>Cultural activity</td>
<td>Cultural activity</td>
<td>Reading &amp; note-taking skills</td>
<td>Cultural activity</td>
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<td></td>
<td></td>
<td>Walking tour of Perth City Centre and exploration of the free Central Area Transit (CAT) network</td>
<td>Visit to King’s Park Botanical Gardens, including a guided tour of the Indigenous Heritage Trail</td>
<td>Topic: Indigenous Australians</td>
<td>Bus Tour of Perth: King’s Park, Swan River, Monger’s Lake, Cottesloe, Fremantle</td>
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</tbody>
</table>
English for Special Purposes

This academically focussed course gives participants the opportunity to develop their English language skills in their professional field or area of academic study. CELT is able to draw on UWA's expertise to arrange visits to specialist sites and participation in seminars in the participants’ discipline areas. Previous courses have included visits to UWA faculties of Engineering, Computing and Mathematics, Natural and Agricultural Sciences, Medicine and Dentistry, Life and Physical Sciences and the Graduate School of Education.

Sample timetable for first week of course with a focus on agriculture

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<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
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<tbody>
<tr>
<td>08.45 - 10.15</td>
<td>Welcome &amp; completion of practicalities such as computer log ins.</td>
<td>Vocabulary development: strategies for learning science-based language</td>
<td>Reading skills: strategies to become efficient and effective readers of English</td>
<td>Research, reading and note-taking skills</td>
<td>Speaking skills: giving and participating in a seminar presentation</td>
<td>Cultural activity Day trip to Swan Valley</td>
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<td></td>
<td>Tour of CELT &amp; Nedlands Campus</td>
<td>Topic: Challenges to agriculture in Australia</td>
<td>Topic: Evolution / revolutionary approaches to agriculture in the 21st century</td>
<td>Topic: Food and the connection of Australia’s indigenous peoples to their land</td>
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</tr>
<tr>
<td>10.30 - 11.45</td>
<td>Course Introduction: How do we learn a language, especially scientific English?</td>
<td>Listening skills: strategies to develop comprehension</td>
<td>Speaking skills: strategies for fluency</td>
<td>Writing skills: writing a research report stage one: narrowing topic of report &amp; selecting relevant information</td>
<td>Weekly review, including questions and answers</td>
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<tr>
<td></td>
<td>Learning a Language: the role of communicative tasks in developing English for science</td>
<td>Topic: Agricultural regions in Australia</td>
<td>Topic: comparing &amp; contrasting challenges to sustainable agriculture in Australia and in participants’ homel</td>
<td>Topic: Food and the connection of Australia’s indigenous peoples to their land</td>
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<tr>
<td>11.45 - 12.45</td>
<td>Lunch</td>
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<td></td>
<td>Sunday</td>
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<tr>
<td>12.45 - 15.45</td>
<td>Tour of UWA Crawley campus and afternoon tea by the Swan River.</td>
<td>Cultural activity Walking tour of Perth City Centre and exploration of the free Central Area Transit (CAT) network</td>
<td>Cultural activity Visit to King’s Park Botanical Gardens, including a guided tour of the Indigenous Heritage Trail</td>
<td>Writing skills in practice: identifying parts of the research report</td>
<td>Site visit: To agricultural research facilities</td>
<td>Free day with host family</td>
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<td>Task: Planning the structure of the report and writing the introduction</td>
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TESOL Professional Development

The TESOL Professional Development programme is an opportunity for qualified English language teachers to enhance their knowledge of current English language teaching methodologies through lectures, workshops, and guided observations of the classroom practices of native-speaker teachers. The programme focuses on how to incorporate current teaching methodologies used at UWA into the participants’ educational context and develops confidence in the teaching of the English language.

Entry Requirements

- TESOL teachers and teacher trainers
- IELTS 6.0 with no individual band score below 6.0
- Cambridge First Certificate in English ‘A’ pass
- Other entry points will be considered

Entry requirements for longer programmes incorporating development of English language will be lower and dependant on length of the course.

Sample timetable

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
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<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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</thead>
<tbody>
<tr>
<td>08.45 - 10.15</td>
<td>Theory &amp; practice of teaching &amp; learning English: contrastive styles of learning a language Activity preparation: questions to interview fellow students</td>
<td>Project work: encouraging learner autonomy; the role of reflection in developing independence</td>
<td>Lecture: current approaches to the teaching of English language with a focus on using multimedia</td>
<td>Lesson: teaching listening skills using video, film, television, radio or streaming that is appropriate, appropriate for age of students in home country</td>
<td>Discussion and feedback: class &amp; micro-teaching observations: the best, the worst and the take-home message</td>
<td>Day trip to Pinnacles with overnight farmstay</td>
</tr>
<tr>
<td>10.30 - 11.45</td>
<td>Participant interviews about styles of learning a language Discussion based on feedback received from interviews</td>
<td>Activity preparation: collaborative planning of lesson to introduce idea of learner autonomy</td>
<td>Activity preparation: prepare guiding questions to focus observation of a CELT English language class</td>
<td>Micro-teaching of listening skills with a focus on acquisition of vocabulary</td>
<td>Review of week &amp; collation of ideas about communicative ways to teach vocabulary development</td>
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<tr>
<td>11.45 - 12.45</td>
<td>Lunch</td>
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<tr>
<td>12.45 - 14.15</td>
<td>Communicative activity: methodology jigsaw Discussion: methodologies used in home country context</td>
<td>Lesson: teaching vocabulary Breaking myths: communicative vocabulary development activities</td>
<td>CLASS OBSERVATIONS: focussed observation of a communicative vocabulary development lesson</td>
<td>ELECTIVE CLASS OBSERVATIONS: Observing communicative teaching of a class with mixed levels of language proficiency</td>
<td>Cultural activity guided tour of Art Gallery of Western Australia: listening &amp; vocabulary extension in practice</td>
<td>Day trip to Pinnacles with overnight farmstay</td>
</tr>
</tbody>
</table>

Programme Outline

- Development of theoretical and practical knowledge about current methodological approaches to English language teaching and programming
- Development of proficiency in macro skills of listening, speaking, reading and writing as well as grammar and vocabulary acquisition and pronunciation
- Development of communicative confidence in teaching the macro skills as well as grammar and vocabulary acquisition and pronunciation
- Development of English language approaches to critical thinking
- Use of paper and electronic media in English language teaching
- Focussed observations of CELT and Graduate School of Education native speaker teachers
- Development of cross-cultural awareness
## Tailor your programme

To help CELT tailor a course to the needs of your group, please complete this form.

### Institution Name:

### Contact Name:

### Contact E-mail:

### Contact Phone Number:

### We are interested in:

- [ ] English + Australian Culture
- [ ] TESOL Development
- [ ] English for Special Purposes
- [ ] Participation in mainstream General / Academic / Business English

### We would be grateful for a brief description of your requirements:

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

### Dates:

- Number of days/weeks:
- Proposed number of students:
- Requested number of classes:

### Student Services (Please tick)

- Accommodation required: [ ] Yes [ ] No
- Placement: [ ] Single [ ] Double
  *(no price difference)*
- Airport transfers: [ ] None [ ] One-way [ ] Return
- SmartRiders: *(public transportation)*
  *(minimum 2 week enrolment)* [ ] Yes [ ] No

### Social/cultural experiences preferred (Please tick)

- [ ] Kings Park Heritage Walk
- [ ] Art Gallery of Western Australia
- [ ] Museum of Western Australia
- [ ] Constitution Centre of Western Australia
- [ ] Perth Zoo
- [ ] Fremantle Heritage Walk
- [ ] Fremantle Prison
- [ ] Caversham Wildlife Park
- [ ] Day trip to Rottnest Island
- [ ] Day trip to Swan Valley
- [ ] Day trip to Mandurah
- [ ] Day trip to the Pinnacles with Overnight Farmstay
- [ ] Three-day trip to South West of WA

### Chaperone requirements

- Chaperones: [ ] Yes [ ] No
  Number of chaperones: ___
- Accommodation: [ ] Yes [ ] No
- Airport transfer: [ ] Yes [ ] No
Australian Federal Government legislation requires providers of courses to prospective student visa holders to register their institution and the courses they offer. This register is called the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). The WA Department of Education Services approves registration before a code is allocated and the details recorded on the CRICOS register. Providers and their agents must not promote a course to prospective student visa holders unless it is registered on CRICOS.