



# Bridge from CELTA/TRINITY TESOL to SVEB I SVEB Certificate Trainer certified SFAL (Swiss Federation of Adult Learning)

## General information about the course

<b>WHEN</b>	<b>Fridays, 14 and 28 October</b>
<b>WHERE</b>	<b>Face-to-face, Löwenstrasse 20, Zürich</b>
<b>TIME</b>	9.00 – 17.00 (Two-day course)
<b>FOR WHOM</b>	For CELTA and Trinity ESOL qualified teachers* The candidate can only be accepted on the Bridge from CELTA/TRINITY TESOL to SVEB I in the period of three years after having been awarded CELTA/Trinity TESOL. <b>*Please read prerequisites for participation in the course and the requirements for the certification on the following page.</b>
<b>WITH WHOM</b>	SVEB -Zertifikat Kursleiter/in and Cambridge ESOL CELTA accredited trainer
<b>PROGRAMME</b>	Two-day training programme on group dynamics, group development, group cohesion, student behaviour and the Swiss Educational System. <b>Twenty hours</b> on reading and research for the completion of two written assignments (4.000 words in total).
<b>FEES</b>	CHF 710,00
<b>QUESTIONS</b>	Please contact Flying Teachers <a href="mailto:office@flyingteachers.ch">office@flyingteachers.ch</a> or 044/ 350 33 44 for an application form or <a href="mailto:teachertraining@flyingteachers.com">teachertraining@flyingteachers.com</a> for further information.

**Please turn over to understand the course certification requirements.**



## Prerequisites for participation in the course:

- Submission of a CELTA/TRINITY TESOL official certificate **issued in the last three years (for teachers who have already taught 150 hours or more the date of issue of the CELTA/Trinity ESOL Certificate can be of five years).**
- Proof of work stating that the teacher has already taught at least 50 hours to groups of at least three adults.

Only teachers who have taught a minimum of 50 hours to groups of adults can participate in the Bridge course. At the end of the course, every course participant will receive a Flying Teachers certificate of attendance. This document must be kept by the candidate as it will be needed for the final certification procedure. The final certification procedure must occur within three years from the last day of the Bridge from CELTA/TRINITY TESOL Course.

## Requirements for the certification procedure:

The SVEB-Zertifikat Stufe 1 will be issued to Cambridge CELTA/TRINITY TESOL qualified teachers if the documents below are submitted:

- Copy of the Cambridge CELTA or Trinity TESOL certificate (issued in the last three years or five years/see prerequisite above).
- Copy of the Bridge course certificate of attendance showing that the teacher has attended all the sessions in the Bridge from CELTA/TRINITY TESOL TO SVEB I Course. 100% attendance in the Bridge course is required.
- Pass grades in the pre- and post-course assignments.

Proof of work stating that the candidate has taught groups of at least three adults for a minimum of 150 hours in a period of at least two years (50 hours can be one-to-one teaching). The proof of work will have to clearly show a regular teaching activity in the period. Employment certificates must be enclosed to the document *proof of work* to confirm the information given.



## **Flying Teachers Bridge from CELTA/TRINITY TESOL to SVEB I (SVEB Certificate Trainer certified SFAL/Swiss Federation of Adult Learning)**

(PLEASE WRITE CLEARLY IN BLOCK CAPITALS)

SURNAME Mr/Mrs/Ms	
FIRST NAME(S)	
DATE OF BIRTH	
PLACE OF BIRTH	
FIRST LANGUAGE	
MAILING ADDRESS	
TELEPHONE	
EMAIL	
PRESENT OCCUPATION	

*Please attach a copy of your Cambridge ESOL CELTA/TRINITY TESOL certificate to this application.*

### **CELTA/TRINITY TESOL Bridge to SVEB CANCELLATION POLICY OR WITHDRAWAL DURING COURSE**

The full amount of CHF 710,00 is due one month prior to the course and cancellations will not be accepted without penalty after this time.

- If you must cancel your participation within one month prior to the course start date, the Flying Teachers will charge you a penalty as follows:
  - No charge within 4 weeks of course start
  - CHF 400,00 within 2 weeks of course startAny balance will be forwarded to a future course with Flying Teachers or be refunded.
- Cancellation during the course will result in no refund. No refunds will be given if you do not complete or pass the course. I understand the cancellation policy as stated above.
- The course will only take place if we have at least four course participants on the course. The maximum number of participants is 12.

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Signature

Date

Place



### Nachweis Praxisstunden als Ausbilder/in

**Name/Vorname:** .....

**Geburtsdatum:** .....

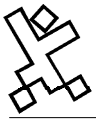
Monat/Jahr	Kursbezeichnung: Titel/Thema	Auftraggeber/Institution	Anzahl TN über 16 J.	Anzahl Praxisstunden à 60 Minuten	Arbeitszeugnisse/Bestätigungen der Auftraggeber beigelegt
Total Stunden Übertrag:					

**Ich bestätige die Richtigkeit der oben gemachten Angaben:**

**Datum:** .....

**Signatur Antragsteller/in:** .....

**Signatur Flying Teachers:**.....



## Bridge from CELTA/TRINITY TESOL to SVEB

### Pre-course assignment

**(Electronic copy to be submitted the first day of the course/2.000 words)**

**General info about the pre-course assignment:** The aim of the pre-course assignment is to enable you to research and write about factors that contribute to positive classroom dynamics when teaching groups of adults. Use practical examples throughout the assignment, making reference to your own experience as a language teacher or as a language learner. If you have no specific examples for English Language Teaching, alternative adult groups may be used (German classes you have attended, for example, or others). For the purpose of the pre- and post-course assignments, an 'adult' is a person over the age of 18.

#### Task 1 (about 600 words):

Pinpoint an adult classroom scenario in which the classroom dynamics were what you would describe as 'very good'.

- Define factors that contributed to the harmony. What did the students do to contribute to the dynamics? What contributions did the teacher make?
- Define your overall satisfaction with the course. State how the learning objectives were achieved.
- Outline briefly how this experience influenced your own teaching.
- Outline briefly strategies and techniques used by the teacher that promoted a positive classroom atmosphere.

#### Task 2 (about 800 words):

From the perspective of being a teacher or one of the learners, outline an experience of poor classroom dynamics.

- Describe the classroom situation in which the poor dynamics occurred.
- **Citing carefully referenced sources**, outline theoretical solutions to the issue you experienced. You must include examples of classroom activities from the book *Classroom Dynamics* (Hadfield).

#### Task 3 (about 600 words):

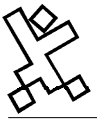
Interview a group of adults studying languages in Switzerland (**at least three**). Give them a questionnaire in English or German (according to the level of the group) in which you aim to find out:

- What constitutes a good classroom atmosphere
- What they understand by 'student cooperation' and what a good teacher does during a lesson
- Examples of activities they like to have in the classroom
- Specific examples of what a teacher can do to create a good learning atmosphere
- Specific examples of what contributes to a bad atmosphere

Write a summary of the conclusions you have drawn from the answers given by the adults. You do not need to enclose copies of the questionnaires to the assignment.

The pre-course assignment will be graded **Pass** or **Fail**.

If your assignment is considered unsatisfactory, you will have one opportunity to resubmit it. If still unsatisfactory after resubmission, it will be graded as **Fail**. The resubmission involves no extra charges for the course participants.



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Language Consultants · Sprachschule

Recommended books for this assignment (please list any books you use in a bibliography at the end of your assignment): *Classroom Dynamics: Jill Hadfield. Oxford 1999*



## **Bridge from CELTA/TRINITY TESOL to SVEB**

### **Post-course assignment (2.000 words)**

You will watch a video showing an English lesson and you will have to assess the lesson in relation to what you have learned on the Bridge course (classroom dynamics, English in the Swiss Educational system, group cohesion...). The instructions on how to complete the post-course assignment as well as the link to the video will be provided by Flying Teachers.

The post course assignment is due within 2 weeks of the end of the course. An electronic copy of the assignment has to be sent to Flying Teachers Zurich by email : [teachertraining@flyingteachers.com](mailto:teachertraining@flyingteachers.com)

Recommended reading for this assignment (please list any books you use in a bibliography at the end of the paper): *Classroom Dynamics: Jill Hadfield. Oxford 1999*

#### **PROCEDURES FOR ENQUIRIES ON RESULTS AND COMPLAINTS**

##### Enquiries on results

Where candidates wish to enquire the result recommended by the centre, they must contact the course tutor to discuss this.

In cases where the query cannot be resolved by discussion between the teacher and the candidate, the candidate must write a letter outlining their reasons for querying the result. The letter should be sent to

Flying Teachers GmbH  
School Management  
Löwenstrasse 20 – 8001- Zurich- Switzerland

Where the query cannot be resolved by discussion between Flying Teachers and the candidate, the candidate must write a letter outlining their reasons for querying the result. The letter should be sent to:

SVEB  
Oerlikonerberstrasse 38 – 8057 – Zurich- Switzerland

Flying Teachers Teacher Training Courses hold grade review meetings at which candidate grades are reviewed before final results are confirmed. The final grade is then determined and the result sent to the candidate.