# Interpreting the CELTA for our current and future teaching contexts

Work in groups.

1) Each member of the group should describe the context in which she/he expects to be teaching after this course. For some, this may mean returning to a classroom and context that you are very familiar with. For others, this will mean a venture into the relatively unknown.

2) Consider what you have learnt on this course, and discuss critically:

1. what you feel you will be able to implement in your anticipated context;
2. what you feel you may be able to implement with adaptation; and
3. what you feel you won’t be able to implement and why.

If you anticipate similar contexts, you may find it useful to explore differences of opinion.

You might want to consider the following, but there may be much more:

* activity ideas and types
* the amount of importance you give to different areas of language learning
* lesson ‘shape’ and structure
* how you teach something (e.g. grammar, vocab. pron.)
* planning and preparation
* how you choose and use materials
* your beliefs about language learning
* your beliefs about teaching methodology
* models of ‘correct’ English
* L1 use
* etc.

The table below is provided to support your discussion if needed. Each group will present 1 or 2 of their reflections afterwards—those reflections that may be useful and/or interesting for everyone to hear.

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| --- | --- | --- |
| I feel that I will be able to implement this | I feel that I may be able to implement this (but…) | I feel that I won’t be able to implement this (because…) |
|  |  |  | |