

Guide to
Careers in
**English
Language
Teaching**

2003

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Guide to Careers in English Language Teaching

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If your school is mentioned in this guide and you would like to update your information for the next edition of the guide, please visit our website www.CareersInELT.com where you can update your information using the forms online or use the form at the back of this book.

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Foreword

Being an English language teacher can be whatever you want it to be: a passport to world travel; a stable and fulfilling career; a way of helping others or the first step to owning your own business. This guide will help you choose how best to get qualified, find a job, develop professionally and travel the world. World demographics will result in sustained demand for teachers of English for at least the next twenty years – that’s about as secure a job market as you will find these days.

Like it or not, English has become the world’s language and it is growing in importance every day. Globalization and developments in communications are fuelling demand for the language around the world. About 85% of the Internet’s web-pages are in English and everyone has acknowledged that English is essential for efficient use of the web - recently the governments of Japan and Korea announced policies to encourage all of their working populations to acquire a basic level of English.

If you are looking for a way to travel and work overseas, then teaching English is an obvious path. There are teachers from the UK, USA, Canada, Australia and New Zealand working as English teachers in almost every country in the world. Hundreds of thousands of young people have used teaching English as a means to see the world and understand other cultures.

By the year 2050 it is estimated that half the world’s population will be competent users of English. This learning frenzy will not take place because of some love for the language, but due to the realization that people will be left behind in work and social situations unless they can communicate with the rest of the world.

And even in native-English speaking countries, the demand for learning English is high: for example, in the UK, there are hundreds of ELT-schools that gain most of their student intake from overseas visitors combining lessons with travel - from young learners visiting with a school for a week to professionals learning business English for their job development. And in the USA, teaching people to speak English accounts for almost half of all adult education!

This book will show you how you can work in English language teaching: If you are looking for a stable, long term career; to give something back to your community or to the rest of the world through voluntary work; or a good way to pay for your round-the-world adventure, this guide will explain how to do it through teaching English.

Using This Guide

This *Guide* is designed for use by people thinking of becoming teachers as well as those who have started training and experienced teachers. Although you can read the *Guide* from cover to cover, you may find it easier to start with the section that is most suited to your own particular needs.

One: Training to Teach (p.12) – is aimed at readers who are thinking of becoming teachers of English as a second or foreign language and who are interested in getting qualified to teach. We provide an overview of the different training courses on offer – short term introductory and certificate courses – and details of training courses held around the world.

Two: Finding a job (p.55) – explains how best to find a job as a newly qualified teacher. This covers job agencies, applying directly to schools and using the Internet. Country-specific information and a directory of schools to approach for a job are listed in section 4.

Three: Preparation - before you go (p.65) – covers the topics that you need to address before you set off and travel the world! This includes insurance, tax issues and how to handle problems when you reach your school.

Four: Working Around the World (p.73) – is written for readers who want to explore the exciting prospects of combining teaching with travel. The section provides detailed profiles of over 100 countries, together with their work prospects, regulations (including tax and visas), contact details of the local embassy and British Council office and, most importantly, a directory of the main job prospects: the schools in the country together with their contact details.

Five: Career Development (p.218) – is the section intended for language teachers with experience who want to develop their skills and professional lives. We include directories of Diploma courses, universities that provide Master's courses and doctorates. We also cover specialist English subjects, including young learners and business English. Lastly, we cover school management and how to get published.

Appendix (p.269) contains a list of useful websites, addresses for teacher-associations, schools, publishers, suppliers, travel-related sites, British Council offices and US embassies around the world.

Acronyms

For many new teachers, the first lesson is to learn the acronyms that are used in the profession. Here are some of the more common ones.

Basic

ACE: Access Certificate in Education. An entry-level training certificate being piloted by Pitmans/City and Guilds in the UK.

BC: British Council

CALL: Computer Assisted Language Learning.

CELTYL: Certificate in English Language Teaching to Young Learners. A new qualification from UCLES (see below)

DOS: Director of Studies

EAP: English for Academic Purposes—The study or teaching of English with specific reference to an academic (usually a university- or college-based) course.

ECIS: European Council of International Schools

EFL: English as a Foreign Language—English language programmes in countries where English is not the common or official language. It is used in American university programmes where international students study English although the use of the word “foreign” is now avoided in some schools because of its xenophobic connotations.

ELICOS: English Language Intensive Courses for Overseas Students. The Australian term for EFL

ELL: English Language Learner—a term that has become popular in California designed to replace

the acronym “LEP” (see below) which many teachers felt to be pejorative.

ELT: English Language Teaching or Training—A term coined in the UK and designed to replace EFL. It is in use around the world but has yet to catch on in the USA.

EOP: English for Occupational Purposes

ESL: English as a Second Language—English language programmes in countries where English is the dominant or official language. Programmes designed for non-English-speaking immigrants in the USA are ESL programmes.

ESOL: English to Speakers of Other Languages—a term often used to describe elementary and secondary English language programmes. It is sometimes used to distinguish ESL classes within adult basic education programmes.

ESP: English for Specific Purposes—a term that refers to teaching or studying English for a particular career (like law or medicine) or for business in general.

IEP: Intensive English Program—refers to an intensive course designed to help non-English speaking students prepare for academic study at a university or college.

L1: First language

L2: Second language

LEP: Limited English Proficient—a term used for many years to designate children in the schools systems for whom English was not their first language. Now replaced by terms like ELL.

Teacher Training

CELTA: Certificate in English Language Teaching to Adults. This is a trade name TEFL certificate course developed in the UK by University of Cambridge ESOL (UCLES) and RSA. DELTA is the advanced Diploma course.

CELYL: Certificate in English Language Teaching to Young Learners. A certificate course developed in the UK by University of Cambridge ESOL (UCLES); normally taken as an add-on option with CELTA.

Cert.TEB: Certificate in Teaching English for Business. A certificate course developed by LCCI for teachers specialising in business English (see LCCI, below)

Cert.TESOL: Certificate in TESOL. The certificate course developed in the UK by Trinity College London. The advanced version for experienced teachers is the Lic.Dip.TESOL.

Cert.TEYL: Certificate in Teaching English to Young Learners. A certificate course extension developed by Trinity College London; normally taken as an add-on option with Cert.TESOL.

COTE: Certificate for Overseas Teachers of English. A certificate-level course developed by University of Cambridge ESOL (UCLES)

DELTA: Diploma in English Language Teaching to Adults. The advanced (post-experience) qualification from University of Cambridge ESOL (UCLES)

LTCL.Dip.TESOL: Licentiate Diploma in TESOL. The advanced (post-experience) qualification from Trinity College London

TEFL: Teaching English as a Foreign Language – a term that refers to teacher training programmes in EFL.

TESL: Teaching English as a Second Language—a term that refers to teacher training programmes in ESL.

TESOL: Teaching English to Speakers of Other Languages—a term that is used to distinguish English language teaching as a professional activity that requires specialized training. Also refers to the teacher examinations developed by Trinity College London (Cert.TESOL and LTCL.Dip.TESOL)

Associations

AAIEP: American Association of Intensive English Programmes is a group of university and college-based intensive English programmes

ACELS: Advisory Council for English Language Schools in Ireland

ARELS: Association of Recognised English Language Schools in the UK

BASELT: British Association of State English Language Teaching schools in the UK

CRELS: Combined Registered English Language Schools of New Zealand

ELTAs: English Language Teacher Associations groups for teachers in Germany and Austria

IATEFL: International Association of Teachers of English as a Foreign Language is based in the UK with members around the world.

JALT: Japanese Association for Language Teaching

JET: Japanese Exchange and Teaching Programme

NABE: National Association for Bilingual Education is an association that represents the interests of bilingual teachers in the USA.

NEAS: National ELT Accreditation Scheme, for course-providers in Australia

RELSA: Recognised English Language Schools Association. The organisation of independent language schools in Ireland

TESL: Teaching English as a Second Language, Canada - national federation of teachers and providers in Canada

TESOL: US-based international association of teachers of English as a second or foreign language. There are regional affiliates and many countries have their own affiliated associations.

Exams/Exam Boards

Assessment and Qualifications Alliance (AQA) (formerly AEB & NEAB) Certificate in English Language Skills (ESOL), JET SET, range of graded exams for ESOL. www.aqa.org.uk

Cambridge *see* University of Cambridge

Chauncey Group (part of ETS, below)
US-based group that administers the TOEIC student examination. www.toEIC.com

ESB (English Speaking Board International)
Oral assessments in (spoken) English
www.esbuk.demon.co.uk

ETS (Educational Testing Service) Based in Princeton, NJ, the world's biggest examination board, administrators of the TOEFL student examination. www.ets.com

Institute of Linguists Diploma in English for International Communication. www.iol.org.uk

International English Language Testing System (IELTS) Managed by UCLES, the British Council and IDP Australia for academic and vocational English. www.ielts.org

London Chamber of Commerce and Industry (LCCIEB) Range of business and specialist English examinations. www.lccieb.com

London Examinations - Edexcel International

London Tests of English range of exams graded from basic to proficient. www.edexcel.org.uk

Pitman Qualifications Range of general ESOL exams, including spoken English and business English. www.pitmanqualifications.com

RSA Royal Society of Arts is a body that works with UCLES (*see below*).

Trinity College London Responsible for the Certificate in TESOL and the Licentiate Diploma in TESOL examinations.
www.trinitycollege.co.uk

UCLES (University of Cambridge Local Examinations Syndicate) syndicate of local examination centres around the world that administer the University of Cambridge ESOL examinations. www.ucles.org.uk

University of Cambridge ESOL (administered locally by UCLES) is a British-based organization responsible for developing a number of important English language exams (including PET, FCE, CAE) and teacher training programmes including the CELTA, CELTYL, and DELTA examinations.
www.cambridgeESOL.org

Training To Teach

This chapter offers a comprehensive guide to achieving one of the teaching credentials that will be essential your working career. Although the profession is not governed by a single body or a single qualifying entrance exam, there are many ways to become a qualified teacher – the following sections explain how.

Whether you plan to teach in your own country or travel overseas, you will need to consider the type of training you will require in order to be employed; opinions within the teaching field are varied on this question.

Some teachers argue that you don't need a TEFL Certificate to teach English around the world. Others argue that a Master's degree is an unnecessary waste of time and money and that it is easy to get a job at a school or college without one. Teachers of this mindset are convinced that the teacher training industry is some sort of vast conspiracy set up in order to fleece unsuspecting students of their money by conning them into taking courses for qualifications which are almost useless. The reality is that you can get a job teaching English without a formal qualification, though it is increasingly difficult. It is true that not every single ESL lecturer has a Master's degree in TESL, TEFL or TESOL. But these positions are very few and far between, especially in the UK, Australia, New Zealand, USA and Canada.

And another consideration: Do you really want to start teaching with no idea of what you are doing? Is this fair on you? Is it fair on your students? There are gifted teachers born with a natural ability, but even these teachers need guidance and feedback from peers and mentors.

This section of the *Guide* is designed to give you an idea of the courses and programmes on offer and which qualification suits your needs best when training to be a teacher. For post-experience courses (ie. once you have taught for several years and want to develop your career), see page 228.

The English language teaching profession is not governed by a single body. Instead of a single qualifying entrance exam, there are multiple routes to qualification as an English language teacher. You can start with a simple introductory course - often designed to help you decide if this is the career for you - then move on to a basic certificate course. You can then teach around the world, before perhaps working on a diploma, Master's degree or postgraduate qualification.

Training and Qualifications

There are several ways to become a qualified English language teacher and your choice of qualification route mainly depends on where and who you want to teach. The time you have to train and the cost of training are also important considerations.

Can anyone be an English language teacher?

It is still possible to get a job teaching EFL/ESL without any formal qualification, but this is becoming increasingly rare. There is a global shortage of teachers, but unqualified teachers are only recruited locally and the pay is usually poor. In major cities and tourist centres only qualified teachers will be taken on.

Is there a standard TEFL qualification?

No. There are many routes to qualification as a TEFL teacher ranging from intensive four-week Certificate courses to two-year Master's Degrees. In the USA and some of the Far East, a good first degree is adequate; whereas in Europe, the Commonwealth and South America teachers are preferred to have taken a TEFL course. Of these TEFL courses, the two best-known practical teaching certificates are CELTA and Certificate in TESOL, validated by University of Cambridge ESOL (administered around the world by UCLES) and Trinity College London respectively. Once you have experience as a teacher, you can move on to a post-experience course such as the Diploma in ELT (from Cambridge) or the Licentiate Diploma in TESOL (from Trinity College London) – see page 218 for details of these courses, MAs and doctorates in ELT.

Am I too old to teach ?

Many middle-aged people faced with redundancy or early-retirement decide to embark on a career in English language teaching. Although age can be a barrier in some parts of the world, most schools welcome the added depth of life experience that a more mature teacher can bring to the classroom.

I'm not sure if I want to commit to long course. What should I do?

There are a number of introductory courses in teaching EFL/ESL offered by various institutions if you think that you might not want to commit yourself to a career in teaching, but many employers may not consider you qualified unless you have at least a Certificate (see below).

Choosing a Course

How do you choose a Certificate course? There are hundreds of schools, several accredited courses and various levels and ways to study. However, they will all cost you money and take a couple of months (or longer) of study to complete.

Those teachers who want to grow, personally and professionally, are turning to TEFL Certificate courses. But not every course will be right for you - and you can only find a suitable course by asking the right questions. Here are some essential questions to ensure you choose the best school for you:

What are the qualifications of your trainers?

A Diploma or Master's degree (MATESOL) for all or most trainers is a good sign. If those who will be your role models only have a TEFL Cert. themselves, look deeper into the curriculum offered and ask about their years of experience.

While a Master's is not a guarantee of good training, it does suggest deeper understanding about the theory behind the methods and a clear commitment to the field.

Have any complaints ever been filed against your school?

If you are studying in the USA, any complaints must, by State licensing agencies, be reported - justified or not. The nature of the complaint will tell you what the programme may not publicly advertise.

Is your certificate recognized?

Although many excellent certificate programmes are not affiliated with an exam board such as Cambridge or Trinity London, many employers (particularly in Europe and Australia/Asia) favour teachers with a recognised CELTA or Cert.TESOL qualification (from Cambridge and Trinity College London, respectively).

What about the duration of your programme and practicum?

Ask about both classroom time and practicum hours. Intensive programmes can run 120 to 150 hours. The more practicum hours, closely supervised, the better. It is very difficult for a teacher to learn from his or her mistakes if given only three or four opportunities to teach. The ideal programme will allow you chances to work with beginning, intermediate, and advanced speakers of English. Note: part-time programmes lack the immediacy of feedback seen in intensive, full-time programmes.

What is your hire/placement track record?

Proprietary programmes are required to keep close records on how many graduates get jobs. The vast majority, over 80%, should be getting jobs within two months of hire, given the intense market for EFL/ESL teachers.

Tell me about your job network

At minimum, a school should have an extensive list of employers throughout the world and access to Internet postings. Some programmes also offer job counseling, CV advice, and a means of providing feedback from graduates who are now teaching overseas.

In the USA, are you licensed by any state agency?

If you are studying in the USA, this is an important point: licensure for proprietary schools does not mean that you will qualify for a public school job, but rather that the school meets stringent state standards. For example, in California, these include standards for qualifications of trainers and administrators, strict record keeping, and a refund procedure.

How are trainees tested?

If you do poorly at written tests, you won't perform well in a TEFL programme that requires passing a test for graduation. All programmes should have highly specific criteria for evaluating you, particularly in the area of practicum teaching. These should be in written form, to help

prevent any bias on the part of an observer. And if you do find there is a chance of failing, you'll want to know it early on, while there is still a chance to get a refund or improve your performance.

What kind of coursework and topics do you have?

A comprehensive programme will at least introduce you to the basics of classroom management, lesson planning, student evaluation, and techniques for teaching grammar, reading, writing, listening, speaking, and pronunciation.

What is your trainee/trainer ratio?

The programme should allow for easy exchanges in class work and for closer counselling as needed. Classes of more than 15 trainees may make it more difficult to get the best from your teacher. Your practical classes should be observed by more than one trainer, as opinions on your strengths and weaknesses will vary.

How do you get your students for the practicals?

The ideal is students who really do not know the material you will be teaching, so that their responses will be genuine. Make sure you will have a guaranteed number of students for your practical sessions in order to do pair and group work.

How are refunds handled?

Many unanticipated events may force a drop-out—family crisis, illness, or a mismatch of trainee and programme goals. The best programmes allow you to leave within the first few days with few, if any, financial penalty. Others will pro-rata the amount coming back to you depending on the time spent in the programme.

What will I receive on completion?

Trainee teachers disperse quickly after a course ends. An efficient programme will make sure that on graduation day, they receive a certificate, a letter of recommendation, and, perhaps, a transcript of courses taken and the results.

How much will it all cost?

Of course you will want to know about course tuition, but don't forget to add in extras such as books and day trips, and accommodation.

Training: Types of Course

Introductory Courses

These Introductory Courses are designed for prospective teachers who want to experience teaching before making the decision to train formally and obtain qualifications. The courses usually last from a week up to four weeks. These are not certificate courses and you will not be regarded as a qualified teacher after completion of your Introductory Course. You will, however, be able to say that you have had some experience of English language teaching. Some schools require trainee teachers to take an introductory course before starting a Certificate course.

Certificate courses

The majority of trainee-teachers who would like to teach take a certificate course in teaching EFL/ESL. A certificate course provides basic grounding in teaching, lesson development, managing students and, in particular, the different stages of teaching English. Certificate courses are great for trainee-teachers who have no experience of teaching - perhaps have a degree or experience in a totally different field - and want to ensure that they are well prepared for their first 'real' class (as a trainee-teacher, part of your certificate course will be to experience practical teaching in a classroom). Most certificate courses are intensive and run over a four or six week period. You can take distance-study courses or take a certificate course on a part-time basis over several months.

Once you have a certificate in teaching English, you can start to apply for jobs at school around the world (see the main section on page 73). Although there is no single qualification, there are two main certificate courses: University of Cambridge CELTA and Trinity College London Cert.TESOL. Either one is well recognised around the world.

Aside from these two main certificate qualifications, many school, colleges and universities have their own certificate course developed in-house. Make sure that you ask the course provider about their qualification and if they will provide assistance finding a job once you have completed your course.

As well as the basic certificate course, you can also study for additional modules that will gain you experience and qualifications in specialist subjects (see also the section on ESP, page 252); for example, teaching young learners or teaching business English.

University of Cambridge ESOL

CELTA

The Cambridge CELTA (Certificate in English Language Teaching to Adults) is the longest established qualification for English language teachers and has over 8,000 student-teacher enrolments per year. It was developed by the University of Cambridge ESOL and managed around the world by the University of Cambridge Local Examination Syndicate (UCLES).

The CELTA is a pre-experience course, usually run on a four-week intensive basis, though some schools do run part-time courses. CELTA is run in over 40 countries around the world and is externally validated by University of Cambridge ESOL; a course normally costs between £700-1000 (\$1000-1600).

A CELTA course is normally a 4-week intensive programme, with an examination at the end (the fee for the examination is normally included as part of the course fee). There are a few part-time CELTA courses, but these are very much the exception.

CELTA courses are, like the Trinity College London Certificate course (see next page), based on practical teaching - with observed teaching practice integral to any course. Pass rates are generally high, since applicants are carefully selected: when applying, you will be interviewed and might have to take a language awareness test.

CELTYL

Cambridge CELTYL (Certificate in English Language Teaching to Young Learners) is administered by the University of Cambridge Local Examination Syndicate (UCLES). This is a pre-experience course that is normally taken as an add-on module to a CELTA course.

COTE

Cambridge COTE (Certificate for Overseas Teachers of English) is administered by the University of Cambridge Local Examination Syndicate (UCLES). This is a pre-experience course that is taken as an alternative to CELTA by non-native-speakers who already have teaching experience in their own language.

University of Cambridge

ESOL Examinations

1 Hills Road,

Cambridge,

CB1 2EU, UK

Tel: + 44 1223 553355

Fax: +44 1223 460278

Email: esolhelpdesk@ucles.org.uk

Website: www.cambridgeESOL.org

Trinity College London

Certificate in TESOL

The Certificate in TESOL (Teaching English to Speakers of Other Languages) - often referred to as *certTESOL* is administered by Trinity College London. It has over 4,000 student-teachers enrolments per year and is, like the CELTA (above) a well-recognised Certificate in practical ELT teaching. Trainees are expected to take courses in a foreign language, to understand the difficulties in teaching a foreign language. No two courses are the same, as course designers can introduce their own ideas and elements, so you will need to verify the details of the specific course. Cert.TESOL courses are usually full-time intensive and last between four to six weeks, although part-time courses are available at a few centres. The costs are very similar to a CELTA, £700-1000 (\$1000-1600).

Certificate in TEYL

The Certificate in Teaching English to Young Learners is administered by Trinity College London. This is a pre-experience course that is normally taken as an add-on module to a Cert.TESOL course and is designed for teachers who would like to specialise in teaching to young learners of English (which is a strong market that is growing rapidly, especially in Italy, Korea, Japan, and Greece).

Trinity College London

89 Albert Embankment

London

SE1 7TP, UK

Tel: +44 (0)20 7820 6100

Fax: +44 (0)20 7820 6161

Email: info@trinitycollege.co.uk

Website: www.trinitycollege.co.uk

University Certificate Courses

University Certificate courses are usually short courses running from one to six months and are an alternative to the Cambridge or Trinity certificates (above). These are the most common pre-experience courses available, with almost every university and college in the UK offering some form of English language teaching course. There are also 'in-service' certificate courses available for those teachers who have classroom experience but no formal qualifications.

Distance Learning Courses

Some training courses in English language teaching are offered on a distance basis, though these are not generally popular with employers unless they include an observed period of teaching practice and are externally validated. But if you are already teaching English abroad, they can be a viable option. See page 51 for listings of distance learning courses.

Certificate Training Courses

This section lists the main institutions around the world that offer teacher-training courses that lead to pre-experience certification in teaching ESL/EFL (that you would then use to get a job as a teacher). See the previous page for a description of the different types of course available. In this section, we list the institutes that offer certificate courses (including the popular CELTA, Cert.TESOL, CELTYL and COTE courses).

For specialist certificates (such as business English), and post-experience diplomas and MAs, see the chapter on Career-development, page 218.

Key

CELTA, CELTYL, COTE - University of Cambridge
Cert.TESOL, Cert.TEYL - Trinity College London

ARGENTINA (+54)

Casa de Inglés

Entre Rios 362, Resistencia, 3500
Email: casadeingles@infovia.com.ar
Tel: 03722 443443
Fax: 03722 443443
Courses Offered: Cert.TESOL

CENTUM Servicios de Idiomas

Bartolomé Mitre 811, 4º piso, Capital Federal, C 1036 AA
Email: centum@datamarkets.com.ar
Tel: 4328 2385/8572/5150
Courses Offered: Cert.TESOL

Santa Monica School Of Languages

Hipólito Yrigoyen 4605, A 1824 ABC Lanús Oeste, Buenos Aires
Tel: 4241 2667
Fax: 4241 2667
Email: santa_monica@ciudad.com.ar
Courses offered: COTE

AUSTRALIA (+61)

Australian College of English

Level 1, 295 Ann Street, Brisbane, Queensland 4000
Tel: 73 229 0350
Fax: 73 229 0850
Email: em@ace.edu.au
Website: www.ace.edu.au
Courses offered: CELTA

Australian TESOL Training Centre,

Level 18, Plaza Tower 1, 500 Oxford Street, Bondi Junction NSW 2022.
Tel: 2 93890249.
Fax: 2 93896880.
Courses offered: CELTA
Course Length: CELTA: FT /4 weeks; PT/ 12 weeks
Start dates: CELTA: FT/Each month; PT/ 3 courses each year.
Email: lynnev@ace.edu.au
Website: www.ace.edu.au

Buckingham College of English

21 Hindmarsh Square, Adelaide South Australia 5000.
Tel: 8 8359 3535.
Fax: 8 8359 3550.

Courses Offered: CELTA.
Course Length: 4 weeks FT or 12 weeks PT.
Email: enquiries@bce.sa.edu.au
Website: www.bce.sa.edu.au

Curtin University

School of Languages and Intercultural Education
GPO Box U1987, Perth, Western Australia 6845
Tel: 89266 4224
Fax: 89266 3186
Email: p.mercia@curtin.edu.au
Website: www.solie.curtin.edu.au
Courses offered: CELTA

Edith Cowan University

International English Centre, Goldsworthy Road,
Claremont, Western Australia 6010
Tel: 89 442 1412
Fax: 89 442 1452
Email: s.crivelli@ecu.edu.au
Website: www.ecu.edu.au
Courses offered: CELTA

Holmesglen Institute of TAFE

PO Box 42, Chadstone Victoria 3148.
Tel: 3 9564 1819.
Fax: 3 9564 1712.
Courses Offered: CELTA, Graduate Cert in TESOL.
Course Length: 4 weeks FT or 18 weeks PT.
Start dates: FT: Jan, Feb, May, August, October,
November. PT: February, July.

Holmes Institute Teacher Training Centre

185 Spring Street, Melbourne 3000
Tel: 39662 2055
Fax: 39662 2083
Email: celta@holmescolleges.com
Website: www.holmescolleges.com
Courses offered: CELTA

Insearch (University Of Technology, Sydney)

PO Box K1206, Haymarket, Sydney, New South
Wales 1240.
Tel: 2 9281 4544.
Fax: 2 9281 4675
Courses Offered: CELTA.

Institute of Continuing TESOL Education

University of Queensland, St Lucia, Queensland 4072.
Tel: 7 3365 6720.
Fax: 7 3365 6599.
Courses Offered: CELTA.
Course Length: 4 weeks.
Start dates: October.

Email: tesol.enrol@mailbox.uq.edu.au
Website: www.ict.e.uq.edu.au

International House, Queensland

130 McLeod St, Cairns, Queensland 4870
Tel: 74031 3466
Fax: 74031 3464
Email: clive@ihqld.com
Website: www.ihqld.com
Courses offered: CELTA

International House, Sydney

Level 3, 89 York Street, Sydney, New South Wales
2000
Tel: 29279 0733
Fax: 29279 4544
Email: teachertraining@ihsydney.com
Website: www.training.ihsydney.com
Courses offered: CELTA

La Trobe University Language Centre,

Bundoora, Melbourne, Victoria 3083.
Tel: 3 9479 1319.
Fax: 3 9479 3676.
Courses Offered: CELTA.

Milner International College Of English

375 Hay Street, Perth, Western Australia 6000.
Tel: 8 9325 5444.
Fax: 8 9221 2392.
Courses Offered: CELTA.
Email: milner@wantree.com.au
Website: www.milner.wa.edu.au
Courses offered: CELTA

Phoenix English Language Academy,

223 Vincent Street, Perth, Western Australia 6006.
Tel: 8 9227 5538.
Fax: 8 9227 5540.
Email: pjones@phoenixela.com.au
Website: www.phoenixela.com.au
Courses offered: CELTA

RMIT University: CELL

PO Box 12058, A'Beckett Street, Melbourne, Victoria
8006
Tel: 39657 5800
Fax: 39663 8504
Email: cyntha.kralik@rmit.edu.au
Website: www.training.rmit.edu.au/cell
Courses offered: CELTA

St Mark's International College

PO Box 8480, Stirling Street, Perth 6489