



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

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ENGLISH
CENTENARY 1913-2013

Cambridge English Level 5 Certificate in Teaching English to Speakers of Other Languages (CELTA) (QCF)

This is to certify that

JUDAS EVERETT

has been awarded

Pass

in

Certificate in English Language Teaching to Adults

Date of Award **AUGUST 2014**
Centre Number **18142**
Accreditation Number **501/1891/2**

Michael Milanovic, PhD
Chief Executive

Level 5 refers to the Qualifications and Credit Framework for England, Wales and Northern Ireland

Date of Issue 08/08/14
Certificate Number ccpf582303

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Llywodraeth Cymru
Welsh Government

CEA
Accreditation

00561638

DP733

Norwich Institute for Language Education
This is to certify that
Judas Everett

attended a course leading to the Cambridge ESOL Certificate in English Language Teaching to Adults and completed 120 hours out of a total course of 120 hours.
The course was held in at NILE, Norwich from 2nd to 27th June 2014

Grade awarded: Pass

Teaching and Learning Context:

Teaching a class with an awareness of the needs and interest of the learner group	4
Teaching a class with an awareness of learning styles and cultural factors that may affect learning	4
Acknowledging, when necessary, learners' backgrounds and previous learning experiences	4
Establishing good rapport with learners and ensuring they are fully involved in learning activities	5

Language Skills:

Helping learners to understand reading and listening texts	4
Helping learners to develop oral fluency	4

Planning and resources:

Identifying and stating appropriate aims/outcomes for individual lessons	3
Ordering activities so that they achieve lesson aims	4
Selecting, adapting or designing materials, activities, resources and technical aids appropriate for the lesson	4
Presenting the materials for classroom use with a professional appearance, and with regard to copyright requirements	4
Describing the procedure of the lesson in sufficient detail	3
Including interaction patterns appropriate for the materials and activities in the lesson	4
Ensuring balance, variety and communicative focus in materials, tasks and activities	4
Allocating appropriate timing for different stages in the lessons	4
Analysing language with attention to form, meaning and phonology and using correct terminology	3
Anticipating potential difficulties with language, materials and learners	3
Suggesting solutions to anticipated problems	3
Using terminology that relates to language skills and sub-skills correctly	4
Working constructively with colleagues in the planning of teaching practice sessions	4
Reflecting on and evaluating their plans in the light of the learning process and suggesting improvements for future plans	4

1 = Unsatisfactory

2 = Weak

3 = Satisfactory

4 = Good

5 = Very Good

Developing Teaching Skills and Professionalism:

Arranging the physical features of the classroom appropriately for teaching and learning, bearing in mind safety regulations of the institution	4
Setting up whole class, group, and/or individual activities appropriate to the lesson type	4
Selecting appropriate teaching techniques in relation to the content of the lesson	4
Managing the learning process in such a way that lesson aims are achieved	4
Making use of materials, resources and technical aids in such a way that they enhance learning	4
Using appropriate means to make instructions for tasks and activities clear to learners	3
Using a range of questions effectively for the purpose of elicitation and checking of understanding	3
Providing learners with appropriate feedback on tasks and activities	4
Maintaining an appropriate learning pace in relation to materials, tasks and activities	4
Monitoring learners appropriately in relation to the task or activity	4
Beginning and finishing lessons on time and, if necessary, making any relevant regulations pertaining to the teaching institution clear to learners	4
Maintaining accurate and up-to-date records in their portfolio	4
Noting their own teaching strengths and weaknesses in different teaching situations in the light of feedback from learners, teachers and teacher educators	4
Participating in and responding to feedback	5

Language Analysis and Awareness:

Adjusting their own use of language in the classroom according to the learner group and the context	3
Identifying errors and sensitively correcting learners' oral and written language	3
Providing clear contexts and a communicative focus for language	4
Providing accurate and appropriate models of oral and written language in the classroom	4
Focusing on language items in the classroom by clarifying relevant aspects of meaning, form and phonology for learners to an appropriate degree of depth	4
Showing awareness of differences in register	4
Providing appropriate practice of language items	4

Written assignments:

This was a satisfactory area of the course. Judas' assignments revealed a good awareness of all the syllabus areas.

Overall:

Judas was a well-organised and hardworking participant in class, who was keen to contribute to both input and teaching practice feedback sessions and offered particularly helpful suggestions to his colleagues in the latter. He was keen to improve and made good progress on the course. He planned his lessons thoroughly and independently, adapting coursebook materials and designing some engaging tasks of his own, including a final lesson entirely of his own design. He has a warm and confident classroom manner and responds well to his learners, as they do to him. He demonstrated that he is able to use a variety of teaching techniques such as eliciting and using concept checking questions to check the meaning of new language. His classroom management is sound and he works hard to react to the learners' needs and adapt his teaching accordingly. He has good language awareness, particularly of grammar, but needs to work on checking the meaning of his lexis even more thoroughly. He is also aware of the need to monitor his speed of delivery at lower levels. I am confident that Judas will be an effective and capable English Language teacher who will be much liked by both his colleagues and learners.

Marie Keron

CELTA Centre Manager

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