

This is to certify that

KATERYNA ZADOIANNA

Attended 140 hours of a 140-hour initial teacher training online course leading to the

**CAMBRIDGE CERTIFICATE IN TEACHING ENGLISH
TO SPEAKERS OF OTHER LANGUAGES**

(CELTA)

at

UA007 Grade Education Centre Kyiv

From January 26th to April 20th, 2024

The following provisional grade was awarded:

PASS

Please note that this is an internal course report and that the final grade is subject to confirmation by Cambridge English.

The course included collaborative planning, peer observation and shared evaluation and feedback.

Within this framework, each participant completed 6 hours of individual teaching, which was observed and assessed by an experienced trainer. The course also included 60 hours of input and 6 hours of observation of experienced teachers.

A full report can be found on the reverse of this document.

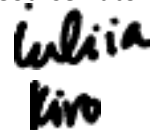
Sarah Smith
Main Course Tutor



Eleonora Pazyak
Course Tutor



Iuliia Kiro
Course Tutor



Achievement in individual assessment areas

The grades in this section refer to the two assessment areas in the Cambridge CELTA Syllabus and Assessment Guidelines. Please note that written assignments are graded Pass or Fail. Classroom teaching skills are graded as Pass A, Pass B, Pass or Fail. A full description of topics covered in each area can be found on the Cambridge website (<https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/celta/>).

Preparing, planning and practicing teaching: **Grade: Pass**

Written assignments: **Grade: Pass**

Overall recommended grade: **PASS**

Areas of achievement

- Building great rapport with learners and being in tune with their needs
- Being confident and reassuring
- Setting up tasks effectively
- Providing clear contexts for language presentation and practice
- Clarifying language to an appropriate depth
- Grading language and controlling TTT
- Helping learners further develop receptive and productive skills
- Working with learners' output by upgrading and improving it

Areas for development

- Ordering activities to achieve lesson aims and allocating realistic time for stages
- Being realistic with the number of items/size of tasks selected for a lesson
- Ensuring everyone has a partner when working in BORs
- Monitoring learners closely and reacting appropriately
- Optimizing stages to ensure there is enough time for key stages and meaningful feedback

Overall comments

Kateryna can plan effectively with guidance. She can analyse target language to an appropriate degree and generally select appropriate resources and tasks for successful language and skills development.

Kateryna can deliver generally effective language and skills lessons, using a variety of classroom teaching techniques with a degree of success. She shows good awareness of learners and can respond so that learners benefit from the lessons.

Kateryna can reflect on some key strengths and weaknesses and use these reflections to develop her teaching skills.

Kateryna has shown that she can meet the demands of the CELTA and we wish her success in her English teaching career.