

The Certificate in English Language Teaching to Adults is an initial teacher training course which combines generic training and specific subject knowledge for teachers of English to Speakers of Other Languages.

Certificate courses enable candidates to:

1. develop an initial understanding of the contexts within which adults learn English, their motivations and the roles of the teacher and learner
2. develop an awareness of language and a knowledge of the description of English and apply these in their professional practice
3. develop familiarity with the principles and practice of effective teaching to adult learners of English
4. develop skills for teaching adults in the language classroom
5. develop familiarity with appropriate resources and materials for use with adult learners of English
6. identify opportunities for their own future development as professionals in the field.

Assessment

The assessment is designed to show the candidate's teaching competence and awareness in relation to: language, the learner, the principles underlying classroom practice, and the resources and materials used in teaching English to adults.

The assessment is based on the following:

- performance during supervised teaching practice with groups of adult learners at a minimum of two levels, including pre-intermediate level
- performance in a range of written assignments.

Grades of award

A PASS is awarded to candidates whose performance overall in the teaching practice and in the written assignments meets the specified criteria.

They will continue to need guidance to help them to develop and broaden their range of skills as teachers in post.

A PASS (GRADE B) is awarded to candidates whose performance in the written assignments meets the specified criteria and who have demonstrated in their teaching practice a level of achievement significantly higher than that required to meet pass-level criteria in relation to:

- teaching skills and professionalism

They will continue to need some guidance to help them to develop and broaden their range of skills as teachers in post.

A PASS (GRADE A) is awarded to candidates whose performance in the written assignments meets the specified criteria and who have demonstrated in their teaching practice a level of ability and achievement and a level of awareness significantly higher than that required to meet pass-level criteria in relation to:

- planning for effective teaching
- teaching skills and professionalism

They will benefit from further guidance in post but will be able to work independently.

An individual report, which includes details of the candidate's performance and achievement, is produced for each candidate by the centre.

Any alteration to this certificate renders it invalid and use of an altered certificate could constitute a criminal offence.

If there is any doubt about the details recorded on the certificate, contact the local Cambridge ESOL centre for advice on verification and procedures.



This is to certify that

Mark Northcott

attended a full-time course leading to the
Cambridge Certificate in English Language Teaching to Adults

at

BELLCAMBRIDGE

10 September – 5 October 2012

He has been recommended for the following grade

PASS

Participants on this course completed 6 hours of observed teaching practice.

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

A handwritten signature in blue ink, appearing to read "K. Selman", written over a horizontal line.

Centre Manager/Director of Studies

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Chief Executive

AREAS OF PROGRESS

Mark worked well on the course and made notable progress in all areas of his teaching. He managed his classroom reasonably well, had a warm, encouraging manner and was able to build good rapport with his students.

Mark was able to plan for and deliver effective, well-staged skills lessons. By the end of the course, he was adapting course book materials and tasks to better suit the needs and interests of his learners and added a more student-centred approach to his teaching. He provided good contexts and made some good progress with presenting vocabulary by using more focused concept questions.

Mark also made progress with his language teaching and by the end of the course was analysing language more effectively for teaching purposes and showed he was able to present grammar with a sufficient focus on meaning, form and pronunciation. He provided meaningful practice and was able to provide feedback on tasks and deal with errors more appropriately. His planning showed a greater awareness of the stages of a language focused lesson as the course progressed.

Mark was able to reflect on his teaching and was a supportive member of his TP group. He was punctual, reliable and organised in his approach and his relationships with colleagues, trainers and trainees were positive and professional at all times.

AREAS FOR FURTHER DEVELOPMENT

Mark should now continue to extend his language knowledge and at planning stage develop concept questions so that in delivery there is a more precise focus on meaning. A further area would be timing. Selecting and prioritising material at planning stage should ensure a greater balance and more time for practising the target language.

With some initial support we hope that Mark will become a successful practitioner of EFL and we would like to wish him all the best in his future teaching career.

ACHIEVEMENTS IN INDIVIDUAL SYLLABUS AREAS

The grades in this section refer to the individual syllabus and assessment areas listed in the Cambridge CELTA Syllabus & Assessment Guidelines. A full description of topics covered in each area can be found on the Cambridge website (www.ucles.org.uk)

Language Awareness	Pass
Planning for Effective Teaching	Pass
Classroom Management	Pass
Teaching Strategies	Pass
Resources & Materials	Pass
Professionalism	B

OVERALL: PASS

(Grades: A / B / Pass / Fail)

Written work (can only be graded Pass/Fail) : **PASS**

For descriptions of requirements for each grade, please see the Syllabus & Assessment Guidelines.

COURSE TUTOR: Francoise Votocek