

# Certificate in Teaching English to Speakers of Other Languages

## CELTA

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### Candidate Record Booklet

### CELTA 5

Candidate Name: .....

Centre Number: 

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Centre Name: .....

Course Number: ..... / .....

Course Dates: .....

Tutors: .....  
.....  
.....

***This booklet has to be submitted during the course and at the end of the course for assessment purposes.***

 UNIVERSITY of CAMBRIDGE  
ESOL Examinations  
Teaching Awards

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## ROLES AND RESPONSIBILITIES OF CANDIDATES, CENTRES AND CAMBRIDGE ESOL

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### Candidates

- to attend and participate in the course
- to comply with any rules/code of conduct set out by the centre
- to complete **six** hours' supervised teaching practice at **two** different levels
- to complete **six** hours' classroom observation of experienced teachers, **two** hours of which may be of videoed lessons
- to submit assignments in accordance with the centre's submission deadlines and policies
- to work supportively and collaboratively with colleagues and course tutors
- to maintain a Candidate Portfolio throughout the course (including CELTA 5 which must be kept up-to-date, read, and signed as appropriate)

### The Centre

- to provide prospective candidates with information about the course
- to administer recruitment and selection procedures and follow up related queries
- to deliver CELTA in accordance with the centre's equal opportunities policy
- to observe local laws regarding staff employment and copyright
- to have a procedure for dealing with special requirements
- to deliver the course in suitable accommodation with access to the required resources
- to include the minimum number of course hours including assessed teaching practice and directed observation of teachers as specified in the syllabus
- to monitor completion of portfolios including CELTA 5
- to make clear to candidates the centre's submission deadlines and policies
- to support and guide candidates during the course, and give appropriate feedback on progress in relation to the assessment criteria
- to display the Centre Authorisation Certificate - CELTA and ensure that the Syllabus and the CELTA Administration Handbook are available on request
- to make candidates aware of the centre's internal complaints procedure
- to provide an end-of-course report for candidates
- to despatch certificates issued by Cambridge ESOL

## **Cambridge ESOL**

- to approve centres
- to provide the syllabus and assessment criteria
- to quality assure course delivery and assessment
- to ensure trainers are selected and trained in line with Cambridge ESOL guidelines
- to hold regular Grade Review meetings to review and confirm candidates' results
- to issue candidates' certificates
- to follow up any enquiries on results or complaints (see Procedures for Enquiries on Results and Complaints on page 30)
- to provide advice and support to centres

## COURSE REQUIREMENTS

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- Attendance on the course
- **six** hours' supervised and assessed teaching practice at two different levels
- **six** hours of classroom observation of experienced teachers, **two** hours of which may be of filmed lessons
- Ongoing maintenance throughout the course of a Candidate Portfolio which is submitted to the external assessor for moderation during their visit, and to the course tutors at the end of the course for final assessment purposes.

## CANDIDATE PORTFOLIO

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The portfolio represents the work on the course which will be assessed in order for your final course grade to be awarded.

### Assessment Requirements

- It must be kept up-to-date, as it can be called in for inspection at any time.
- It must be handed in when it is required, e.g. immediately prior to the external assessor's visit.
- It must be handed in at the end of the course to your course tutors in order for final grade assessment to take place.
- Centre deadlines for written assignments must be met, unless otherwise agreed by a course tutor.

The portfolio is retained at the centre for one year after your course. You may take copies of any of the content you wish to keep before handing it in at the end of the course or advise the centre before the end of the year if you wish to have your portfolio returned to you. Your centre may charge an administration fee for processing this request. Please make sure that only original documents are filed in the portfolio, and not copies.

### Portfolio Contents

- This Candidate Record Booklet
- All assessed teaching practice lesson plans, lesson materials, handouts you have given to learners, tutor feedback comments, and self-evaluations
- All assessed written assignments, (both first submissions and resubmissions where applicable), and tutor feedback comments.

## Portfolio Organisation

The portfolio is divided into sections. It **must** be organised in the following way:-

- The Candidate Record Booklet
- TP lessons, in reverse chronological order (i.e. with last lesson at the front) to include:
  - lesson plan
  - copies of materials, lesson handouts, worksheets given to learners
  - self evaluation
  - tutor feedback comments
- Written assignments to include:
  - written assignment
  - tutor feedback comments.

*I confirm that I have understood and accept the above requirements for the CELTA portfolio and that without meeting these requirements, it will not be possible for my work on the course to be assessed for the purpose of awarding the certificate. I understand that if I do not submit my portfolio at the times specified by the centre, I will be considered as having withdrawn from assessment and will not receive a final recommended grade.*

Name: .....

Signed: .....

## Candidate Guide to Assessment

### Course content

The course covers five units of learning. These are listed in Table 1 below.

### Programme delivery

Courses are designed to deliver an integrated programme. They are not designed to deliver each unit as a block of learning and most sessions in the programme will make reference to subject matter covered in more than one unit. For example, a language analysis session may include language analysis for the teacher (Unit 2, *Language analysis and awareness*); problems particular learners may have with a language area (Unit 1, *Learners and teachers and the teaching and learning context*); strategies for classroom teaching (Unit 4, *Planning and resources* and Unit 5, *Developing teaching skills and professionalism*). Over the course, you build up knowledge related to the topics in each unit while at the same time developing your classroom skills.

## Assessment

The units of learning are assessed in two ways:

- i) By written assignments which relate directly to one or more units
- ii) On an ongoing basis in teaching practice, which includes planning, teaching, and evaluation.

The following table summarises how the assessment relates to the five units. Written assignment titles are in italics.

**Table 1 – Assessment of CELTA Syllabus Units**

	Unit Title	Assessment (main)	Assessment (secondary source)
Unit 1	Learners and teachers and the teaching and learning context	<i>Focus on the learner;</i> Lesson planning and teaching	<i>Language related tasks;</i> <i>Skills assignment;</i> <i>Lessons from the classroom</i>
Unit 2	Language analysis and awareness	<i>Language related tasks;</i> Lesson planning and teaching	<i>Focus on the learner;</i> Lesson evaluations
Unit 3	Language skills: reading, listening, speaking and writing	<i>Skills assignment;</i> Lesson planning and teaching	<i>Focus on the learner;</i> Lesson evaluations
Unit 4	Planning and resources for different teaching contexts	<i>Lessons from the classroom</i> Lesson planning and teaching; Lesson evaluations	<i>Language related tasks;</i> <i>Skills assignment;</i> <i>Focus on the learner</i>
Unit 5	Developing teaching skills and professionalism	<i>Lessons from the classroom</i> Lesson planning and teaching; Lesson evaluations	<i>Focus on the learner;</i> <i>Skills assignment;</i> <i>Language related tasks</i>

## Assessment of Written Work

Written assignments are graded Pass/Fail. You must meet all the criteria for written work during the course: see page 10. The assessment criteria for each written assignment are detailed in the syllabus. The full syllabus can be accessed on the Cambridge ESOL website at [www.CambridgeESOL.org/teaching](http://www.CambridgeESOL.org/teaching)

## **Assessment of teaching practice**

The assessment criteria for teaching practice are detailed on pages 13 to 15 of this booklet. Appendix 1 on pages 24-29 provides more detail about these criteria.

### **Continuous assessment**

Continuous assessment of teaching takes place throughout the course. Effective teaching is the result of a combination of skills which are acquired over time. In the early stages of the course, you are assessed against specific assessment criteria and partial performance related to what can be expected at that stage of the course. Towards the end of the course, while continuing to assess individual lessons with reference to specific criteria, tutors take a 'holistic' view of your performance which takes account of:

- i) your development over the course
- ii) the consistency of your achievement in relation to all the assessment criteria
- iii) your ability to manage the whole learning process
- iv) the range of lesson types in which you have demonstrated competence
- v) your ability to cope with learners at different levels
- vi) the amount of support given by the trainer (As with any kind of training more autonomy is expected at the end of the training process.)

### **Grading of individual lessons**

Tutors make an overall assessment of each lesson in relation to the criteria relevant to the stage of the course. As the course progresses, they will also indicate what you need to do to achieve the standard expected at the end of the course.

### **Final grading**

The final grade is a holistic assessment rather than an average of grades and will take into account the factors outlined above. Weak lessons early in the course do not count against you if sufficient progress is achieved. Lessons in the early part of the course will be graded in relation to the stage of the course and your lessons in the second half of the course need to show that progress has been made and that you are able to plan and teach more independently. A satisfactory final lesson does not automatically indicate an overall pass. An overall pass will depend on whether you have been able to achieve the main assessment objectives in the course as a whole.

### **Charting progress**

Your progress over the course is charted in this progress record, which is called CELTA 5. Candidates also receive written feedback after each teaching practice session. In addition, you receive at least one individual tutorial during the course.

## RECORD OF ATTENDANCE

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Total number of course hours

Total number of hours attended

Please note that 100% attendance is expected. However, in the event of unavoidable absence such as illness, family bereavement or unexpected family commitment, this must be recorded (see below) and the work from the session missed must be made up.

Date/Times of unavoidable absences	Session missed	Reason	How work made up e.g. discussion with tutor/tasks completed	Tutor signature

Please note that unexplained or inappropriate absences / late arrivals will be recorded by the Course Tutor.

Date/Times of other absences/ late arrivals	Session missed	Reason	Work made up	Candidate comment	Tutor comment/ signature





## RECORD OF ASSESSMENT OF WRITTEN ASSIGNMENTS

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During the course, you are required to produce four assignments for assessment purposes. These are practical in nature and help to synthesise principles and practice from your teaching and learning on the course. Please read the rubric carefully, and address the questions set. Please note that two assignments can be conflated at the discretion of the centre, in which case both sections of the assignment will receive separate grades.

You will be given written feedback on each assignment, and a grade (Pass or Fail). Written assignments are marked for their content and their standard of English and you must pass in both areas to be awarded an overall pass for the assignment. If you are given a printed format for an assignment, please use it. A minimum of two of the assignments must be written in suitably formal, continuous prose. Written work can be hand-written (provided that it can be read easily), typed or word-processed. You will be required to sign to state that the written work is your own.

In the event that any piece of work is considered unsatisfactory, you will have **one** opportunity to resubmit that piece of work during the course. If still unsatisfactory after resubmission, it will be graded as Fail.

It is possible to fail one written assignment and still pass the course, provided that you have demonstrated elsewhere in your coursework that you have met the criteria on which that assignment focused. However, if you fail one assignment, it is not possible to be awarded a Pass 'A' for a final course grade.

If you fail two written assignments, you cannot be awarded a Pass grade at the end of the course.

When you get an assignment back from your tutor, record the grade you have received in the appropriate boxes below.

Title	Pass 1st submission	Pass 2nd submission	Fail	Candidate signature I confirm that this is my own work
Focus on the learner				
Language-related tasks				
Skills assignment				
Lessons from the classroom				

## STAGE ONE PROGRESS RECORD

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This form will be completed by your tutor in the first third of the course.

Some centres may hold a tutorial with you at the same time, but this is not obligatory.

Having read and agreed with the summary, sign and date the report.

Tutorial given                       Hours taught                       Tutorial not given

Strengths

Action plan for next stage of the course

**Tutor's signature:** ..... **Date:** .....

I have read and agree with the above comments

**Candidate's signature:** ..... **Date:** .....

## STAGE TWO PROGRESS REPORT

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With this report, a tutor will conduct a one-to-one tutorial with you.

Look at the list of criteria for teaching practice on pages 13 to 15. All of these criteria are taken from the Syllabus and Assessment Guidelines. In order to pass the course, you are required to demonstrate that you have met all of the criteria convincingly and consistently by the end of the course.

Before your tutorial, please read through your lesson plans, teaching practice feedback notes from tutors and any written work you have had returned and marked.

Then look at the list of criteria on pages 13 to 15; (for further guidance on these criteria, see Appendix 1, pages 24-29). In the column marked 'you', indicate the extent to which you feel you have demonstrated each of the criteria at this stage of the course by: -

- \* Putting **'S+'** for 'Above the Standard' expected at this stage of the course
- \* Putting **'S'** for 'Meets the Standard' expected at this stage of the course
- \* Putting **'N'** for 'Not to Standard' in relation to the standard expected at this stage and therefore needs more work in order to pass the course
- \* Putting **'X'** for 'Not Applicable' at this stage in the course because you have not yet focused on teaching or planning skills associated with that criterion.

Complete the boxes on page 16 marked 'YOU', with reference to the written assignments and any other areas you wish to discuss.

When you have completed page 16, turn to page 17 and choose the statement which you believe is the most appropriate description of your overall progress so far on the course (Overall Progress – Candidate's Assessment). Then, in the box provided list the areas which you think you need to work on.

Either before, during or after the tutorial, your tutors will complete the column marked 'Tutor', indicating whether they agree with your self-assessment or not.

During the tutorial, you might like to take notes. Your progress to date will be discussed, as will any strategies to help you with any difficulties you are having.

The tutor will summarise key issues concerning your progress in the appropriate box.

**STAGE TWO PROGRESS REPORT – HOURS TAUGHT**

**Planning for teaching**

<b>Candidates can demonstrate their learning by:</b>		<b>You</b>	<b>Tutor</b>
<b>UNIT 4 - PLANNING AND RESOURCES FOR DIFFERENT TEACHING CONTEXTS</b>			
4a	identifying and stating appropriate aims/outcomes for individual lessons		
4b	ordering activities so that they achieve lesson aims		
4c	selecting, adapting or designing materials, activities, resources and technical aids appropriate for the lesson		
4d	presenting the materials for classroom use with a professional appearance, and with regard to copyright requirements		
4e	describing the procedure of the lesson in sufficient detail		
4f	including interaction patterns appropriate for the materials and activities used in the lesson		
4g	ensuring balance, variety and a communicative focus in materials, tasks and activities		
4h	allocating appropriate timing for different stages in the lessons		
4i	analysing language with attention to form, meaning and phonology and using correct terminology		
4j	anticipating potential difficulties with language, materials and learners		
4k	suggesting solutions to anticipated problems		
4l	using terminology that relates to language skills and sub-skills correctly		
4m	working constructively with colleagues in the planning of teaching practice sessions		
4n	reflecting on and evaluating their plans in the light of the learning process and suggesting improvements for future plans		

Teaching practice

Candidates can demonstrate their learning by:		You	Tutor
<b>UNIT 1 – LEARNERS AND TEACHERS AND THE TEACHING AND LEARNING CONTEXT</b>			
1a	teaching a class with an awareness of the needs and interests of the learner group		
1b	teaching a class with an awareness of learning styles and cultural factors that may affect learning		
1c	acknowledging, when necessary, learners' backgrounds and previous learning experiences		
1d	establishing good rapport with learners and ensuring they are fully involved in learning activities		
<b>UNIT 2 – LANGUAGE ANALYSIS AND AWARENESS</b>			
2a	adjusting their own use of language in the classroom according to the learner group and the context		
2b	identifying errors and sensitively correcting learners' oral and written language		
2c	providing clear contexts and a communicative focus for language		
2d	providing accurate and appropriate models of oral and written language in the classroom		
2e	focusing on language items in the classroom by clarifying relevant aspects of meaning, form and phonology for learners to an appropriate depth		
2f	showing awareness of differences in register		
2g	providing appropriate practice of language items		
<b>UNIT 3 – LANGUAGE SKILLS: READING, LISTENING, SPEAKING AND WRITING</b>			
3a	helping learners to understand reading and listening texts		
3b	helping learners to develop oral fluency		
3c	helping learners to develop writing skills		

<b>Candidates can demonstrate their learning by:</b>		<b>You</b>	<b>Tutor</b>
<b>UNIT 5 – DEVELOPING TEACHING SKILLS AND PROFESSIONALISM</b>			
5a	arranging the physical features of the classroom appropriately for teaching and learning, bearing in mind safety regulations of the institution		
5b	setting up whole class and/or group individual activities appropriate to the lesson type		
5c	selecting appropriate teaching techniques in relation to the content of the lesson		
5d	managing the learning process in such a way that lesson aims are achieved		
5e	making use of materials, resources and technical aids in such a way that they enhance learning		
5f	using appropriate means to make instructions for tasks and activities clear to learners		
5g	using a range of questions effectively for the purpose of elicitation and checking of understanding		
5h	providing learners with appropriate feedback on tasks and activities		
5i	maintaining an appropriate learning pace in relation to materials, tasks and activities		
5j	monitoring learners appropriately in relation to the task or activity		
5k	beginning and finishing lessons on time and, if necessary, making any relevant regulations pertaining to the teaching institution clear to learners		
5l	maintaining accurate and up-to-date records in their portfolio		
5m	noting their own teaching strengths and weaknesses in different teaching situations in light of feedback from learners, teachers and teacher educators		
5n	participating in and responding to feedback		

**Written assignments:**

Consider the written assignments and identify any issues below, for discussion with your tutor.

YOU	TUTOR

**Other:**

Consider any other issues you wish to discuss e.g. problems with attendance, access to resources, coping with workload, need for support.

YOU	TUTOR

**Overall progress – Candidate’s assessment**

Circle only **one** option:

- Above standard for this stage of the course
- To standard for this stage of the course
- Not to standard for this stage and needs more work in order to pass the course

Indicate which areas you think you need to work on.

**Overall progress – Tutor’s assessment**

Circle only **one** option:

- Above standard for this stage of the course
- To standard for this stage of the course
- Not to standard for this stage and needs more work in order to pass the course \*

**Summary of tutorial and action points**

**Tutor's signature:** ..... **Date:** .....

This **is/is not** an accurate record of the tutorial discussion and my progress to date. I have read and **agree/do not agree** with the summarising comments.

**Candidate's signature:** ..... **Date:** .....

\* Please note that if the candidate has been graded *Not to standard* for this stage of the course, an additional tutorial must be given and the Stage 3 Progress Report used as a record of the tutorial.

### STAGE THREE PROGRESS REPORT

This report must be completed by tutors in the final third of the course and a tutorial must be given for all candidates who:

- a) were not to standard at Stage 2; b) were at standard at Stage 2 but are not making the expected progress in the second half of the course;
- c) were above standard at Stage 2 but are not making the expected progress in the second half of the course.

Tutorial given

Hours taught

Tutorial not given

The tutor will use the following grades:

‘S+’ for ‘Above the Standard’ expected at this stage of the course; ‘S’ for ‘Meets the Standard’ expected at this stage of the course; ‘N’ for ‘Not to standard’ in relation to the standard expected at this stage and therefore needs more work in order to pass.

#### Planning for teaching

<b>Candidates can demonstrate their learning by:</b>		<b>Tutor</b>
<b>UNIT 4 - PLANNING AND RESOURCES FOR DIFFERENT TEACHING CONTEXTS</b>		
4a	identifying and stating appropriate aims/outcomes for individual lessons	
4b	ordering activities so that they achieve lesson aims	
4c	Selecting, adapting or designing materials, activities, resources and technical aids appropriate for the lesson	
4d	presenting the materials for classroom use with a professional appearance, and with regard to copyright requirements	
4e	describing the procedure of the lesson in sufficient detail	
4f	Including interaction patterns appropriate for the materials and activities used in the lesson	
4g	Ensuring balance, variety and a communicative focus in materials, tasks and activities	
4h	Allocating appropriate timing for different stages in the lessons	
4i	Analysing language with attention to form, meaning and phonology and using correct terminology	
4j	Anticipating potential difficulties with language, materials and learners	
4k	Suggesting solutions to anticipated problems	
4l	Using terminology that relates to language skills and sub-skills correctly	
4m	working constructively with colleagues in the planning of teaching practice sessions	
4n	Reflecting on and evaluating their plans in the light of the learning process and suggesting improvements for future plans	

## Teaching Practice

Candidates can demonstrate their learning by:		Tutor
<b>UNIT 1 – LEARNERS AND TEACHERS AND THE TEACHING AND LEARNING CONTEXT</b>		
1a	teaching a class with an awareness of the needs and interests of the learner group	
1b	teaching a class with an awareness of learning styles and cultural factors that may affect learning	
1c	acknowledging, when necessary, learners' backgrounds and previous learning experiences	
1d	establishing good rapport with learners and ensuring they are fully involved in learning activities	
<b>UNIT 2 – LANGUAGE ANALYSIS AND AWARENESS</b>		
2a	adjusting their own use of language in the classroom according to the learner group and the context	
2b	Identifying errors and sensitively correcting learners' oral and written language	
2c	providing clear contexts and a communicative focus for language	
2d	providing accurate and appropriate models of oral and written language in the classroom	
2e	focusing on language items in the classroom by clarifying relevant aspects of meaning, form and phonology for learners to an appropriate depth	
2f	showing awareness of differences in register	
2g	providing appropriate practice of language items	
<b>UNIT 3 – LANGUAGE SKILLS: READING, LISTENING, SPEAKING AND WRITING</b>		
3a	helping learners to understand reading and listening texts	
3b	helping learners to develop oral fluency	
3c	helping learners to develop writing skills	

<b>Candidates can demonstrate their learning by:</b>		<b>Tutor</b>
<b>UNIT 5 – DEVELOPING TEACHING SKILLS AND PROFESSIONALISM</b>		
5a	arranging the physical features of the classroom appropriately for teaching and learning, bearing in mind safety regulations of the institution	
5b	setting up whole class and/or group individual activities appropriate to the lesson type	
5c	selecting appropriate teaching techniques in relation to the content of the lesson	
5d	managing the learning process in such a way that lesson aims are achieved	
5e	making use of materials, resources and technical aids in such a way that they enhance learning	
5f	Using appropriate means to make instructions for tasks and activities clear to learners	
5g	Using a range of questions effectively for the purpose of elicitation and checking of understanding	
5h	providing learners with appropriate feedback on tasks and activities	
5i	maintaining an appropriate learning pace in relation to materials, tasks and activities	
5j	Monitoring learners appropriately in relation to the task or activity	
5k	beginning and finishing lessons on time and, if necessary, making any relevant regulations pertaining to the teaching institution clear to learners	
5l	maintaining accurate and up-to-date records in their portfolio	
5m	Noting their own teaching strengths and weaknesses in different teaching situations in light of feedback from learners, teachers and teacher educators	
5n	participating in and responding to feedback	

**Written assignments:**

Tutor's comments on issues relating to written assignments.

<b>TUTOR</b>
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**Other:**

Tutor's comments on other issues e.g. problems with attendance, coping with workload, need for support.

<b>TUTOR</b>
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**Overall progress – Tutor’s assessment**

*Circle only one option:*

- Above standard for this stage of the course
- To standard for this stage of the course
- Not to standard for this stage and needs more work in order to pass the course

**Summary of tutorial and action points:**

**Tutor's signature:** ..... **Date:** .....

I have read and **agree/do not agree** with the summarising comments.

**Candidate's signature:** ..... **Date:** .....

**TO BE COMPLETED ON THE FINAL DAY OF THE COURSE**

*Please tick the appropriate boxes and sign.*

In handing in this portfolio for assessment purposes, I confirm that:-

- I have completed six hours of assessed teaching practice at at least two levels.
- I have completed six hours of observation of experienced teachers.
- The written assignments were my own work.
- I have completed all records.

OR

- I have not completed the course, but request that my portfolio is assessed for the following reason:

.....

**Candidate's signature:** ..... **Date:** .....

**Accepted by Tutor:** ..... **Date:** .....

**INFORMATION FOR THE CELTA AWARD**

Tutor comment on action points detailed in Stage Three Progress Report. This box is to be completed for all candidates whose portfolios are sent to Cambridge ESOL. (See section 10 of the Administration Handbook for details of portfolios to be submitted to Cambridge ESOL.)

*Please state whether the candidate demonstrated effectiveness in the areas identified, making reference to feedback to the candidate in final lessons and/or written assignments, as appropriate.*

## APPENDIX 1

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**Notes to help you prepare for tutorials: the following are *examples* of what you need to do to show that you have achieved the assessment criteria**

- ***prepare and plan for the effective teaching of adult ESOL learners by:***

### UNIT 4 - PLANNING AND RESOURCES FOR DIFFERENT TEACHING ON TEXTS

- 4a identifying and stating appropriate aims/outcomes for individual lessons
  - write clear aims
  - know the difference between main and subsidiary aims
- 4b ordering activities so that they achieve lesson aims
  - sequence the activities/stages of a language focus lesson in one of the ways you have learnt on the course and so that aims are achieved
  - sequence the activities/stages of a skills lesson in one of the ways you have learnt on the course so that aims are achieved
- 4c selecting, adapting or designing materials, activities, resources and technical aids appropriate for the lesson
  - choose materials, tasks and activities from course books and other sources that meet your aims
  - create extra materials and tasks when appropriate
  - adapt texts so they are easier or more relevant for your learners
  - adapt tasks so that they either present more or less challenge for learners
- 4d presenting the materials for classroom use with a professional appearance, and with regard to copyright requirements
  - make sure your handouts are legible for students
  - remember to put a copyright label on photocopies
- 4e describing the procedure of the lesson in sufficient detail
  - indicate what the learners will do so it is clear to someone reading the plan
  - indicate what the teacher will do so it is clear to someone reading the plan
- 4f including interaction patterns appropriate for the materials and activities used in the lesson
  - identify and state interaction patterns for each stage of the lesson in the procedure of the lesson plan, for example teacher-student, student -student, students work in pairs, students work in groups.
- 4g ensuring balance, variety and a communicative focus in materials, tasks and activities
  - ensure that there is a balance between teacher input and student practice
  - ensuring that there is a balance between teacher-led activity and student-centred activity
  - ensure that there is variety in terms of activity type in the lesson, for example, oral as well as written practice, listening as well as oral practice
  - ensure that there is variety in terms of materials, tasks and activities in the lesson
- 4h allocating appropriate timing for different stages in the lessons
  - divide the procedure into clear stages in your lesson plan and indicate how long you think each stage will take

- 4i analysing language with attention to form, meaning and phonology and using correct terminology
  - show that you can analyse language in detail for any language focused on in a lesson
  - show how the form will be clarified on the WB or OHT
  - indicate how the concept will be established and checked
  - indicate significant aspects of pronunciation relating to this language
- 4j anticipating potential difficulties with language, materials and learners
  - list any potential problems for learners with language: form, meaning, pronunciation on the lesson plan cover sheet
  - list any potential problems for learners with tasks on the lesson plan cover sheet
- 4k suggesting solutions to anticipated problems
  - show how you plan to deal with potential problems with language and tasks on the lesson plan coversheet
- 4l using terminology that relates to language skills and sub-skills correctly
  - write aims for skills lessons which relate to developing receptive and productive skills and sub-skills – e.g. developing skim reading skills, listening for gist
- 4m working constructively with colleagues in the planning of teaching practice sessions
  - liaise and co-operate willingly and constructively with your peers in supervised lesson preparation
- 4n reflecting on and evaluating their plans in light of the learning process and suggesting improvements for future plans.
  - discuss and note the strengths and weaknesses of your lesson plan after your lesson
  - address weak areas in the planning of future TP lessons

• ***demonstrate professional competence in the classroom by:***

UNIT 1 – LEARNERS AND TEACHERS AND THE TEACHING AND LEARNING CONTEXT

- 1a teaching a class with an awareness of the needs and interests of the learner group
  - find out from learners and peers about the needs and interests of learners
  - use this information for selecting materials and activity types where appropriate
  - use this information when setting up pair and group work and dealing with students in open class where appropriate
- 1b teaching a class with an awareness of learning styles and cultural factors that may affect learning
  - find out from learners and peers about the cultural backgrounds of learners
  - use this information for selecting materials and activity types where appropriate
  - use this information when setting up pair and group work and dealing with students in open class where appropriate

- 1c acknowledging, when necessary, learners' backgrounds and previous learning experiences
  - find out from learners and peers about the learning backgrounds of learners
  - find out about the linguistic strengths and weaknesses of learners
  - use this information for selecting materials and activity types where appropriate
  - use this information when setting up pair and group work and dealing with students in open class where appropriate
- 1d establishing good rapport with learners and ensuring they are fully involved in learning activities
  - build a positive classroom atmosphere
  - interact naturally with learners before, during and after the lesson
  - maintain eye contact
  - ensure that learners are involved in the lesson during teacher-fronted and learner-centred stages of the lesson

## UNIT 2 – LANGUAGE ANALYSIS AND AWARENESS

- 2a adjusting their own use of language in the classroom according to the learner group and the context
  - use simple language to give instructions and when explaining
  - keep your simplified language natural
  - reduce teacher talk to an appropriate level
- 2b identifying errors and sensitively correcting learners' oral and written language
  - show an awareness of student errors
  - correct learners' language sensitively during controlled oral practice activities
  - give feedback on oral errors after a communicative activity
  - correct learners' language sensitively during controlled written practice activities
  - correct freer written tasks set in class or set for homework
- 2c providing clear contexts and a communicative focus for language
  - provide a context for language by means of text, situation or task using visual aids and realia as appropriate
  - ensure there is a clear link between the context and the target language
  - ensure that the context provides learners with sufficient opportunity for communicative practice
- 2d providing accurate and appropriate models of oral and written language in the classroom
  - choose natural examples of language from context
  - ensure new language models are natural and accurate when drilling
  - highlight the target language clearly
  - ensure language used on the white board and on worksheets is correct in terms of spelling and punctuation

- 2e focusing on language items in the classroom by clarifying relevant aspects of meaning and form (including phonology) for learners to an appropriate degree of depth
  - clarify the meaning of language in language-based lessons by using one of the ways you have learnt on the course e.g. concept questions, timelines or a learner-centred task
  - clarify the form of language in language-based lessons by using one of the ways you have learnt on the course e.g. using the white board or a learner-centred task
  - clarify the pronunciation of language in language based lessons in one of the ways you have learnt on the course e.g. finger highlighting, highlighting on the white board
- 2f showing awareness of differences in register
  - show an awareness of formal, neutral and informal language
  - show awareness of how language changes according to different contexts in which it is used
- 2g providing appropriate practice of language items
  - provide as much practice in context as possible
  - ensure the practice is appropriate to the target language
  - stage practice activities logically

### UNIT 3 – LANGUAGE SKILLS: READING, LISTENING, SPEAKING AND WRITING

- 3a helping learners to understand reading and listening texts
  - follow teaching procedures you have learnt on the course for a receptive skills-based lesson
  - ensure an appropriate focus on developing receptive skills and sub skills
- 3b helping learners to develop oral fluency
  - follow teaching procedures you have learnt on the course for a speaking skills-based lesson
  - ensure an appropriate focus on developing speaking skills and sub skills
  - ensure a communicative focus in speaking activities
- 3c helping learners to produce written text
  - provide learners with opportunities to practise writing in language-focused and skills lessons
  - ensure an appropriate focus on developing writing skills and sub skills

### UNIT 5 – DEVELOPING TEACHING SKILLS AND PROFESSIONALISM

- 5a arranging the physical features of the classroom appropriately for teaching and learning, bearing in mind safety regulations of the institution
  - arrange the furniture and equipment in the classroom to suit different types of activity
- 5b setting up whole class and/or group or individual activities appropriate to the lesson type
  - give clear instructions for pair, group, individual and plenary work
  - organise the learners in pair, group, individual and plenary work
  - give an example or demonstration of the task if appropriate

- 5c selecting appropriate teaching techniques in relation to the content of the lesson
  - recognise different lesson types (skills based, language focus based) and following teaching procedures you have learnt on the course to achieve the aims of different types of lesson
- 5d managing the learning process in such a way that lesson aims are achieved
  - ensure that the activities and tasks help reach the aim of the lesson
  - ensure there is an appropriate balance between teacher-fronted and learner-centred activities
  - be sufficiently directive when appropriate
  - keep a low profile when appropriate
  - know when to intervene or not
- 5e making use of materials, resources and technical aids in such a way that they enhance learning
  - use games, puzzles, pictures, realia, tapes to help students learn and to provide practice
  - use technical aids (OHP, video, projector or sound system) so that they are clear to all
- 5f using appropriate means to make instructions for tasks and activities clear to learners
  - use simple language to give instructions for tasks and activities
  - give instructions at an appropriate stage of the lesson
  - give an example or demonstration of the task if appropriate
  - check that learners have understood instructions for tasks and activities
- 5g using a range of questions effectively for the purpose of elicitation and checking of understanding
  - Use questions for
    - setting context
    - building up information
    - assessing learners' prior knowledge
    - checking meaning of language items
    - checking understanding of instructions
- 5h providing learners with appropriate feedback on tasks and activities
  - give learners time to check the answers to tasks in pairs
  - provide feedback on both the content of activities and the language used in them
  - use a variety of techniques in order to give feedback on activities
- 5i maintaining an appropriate learning pace in relation to materials, tasks and activities
  - keep teacher language and explanation to a minimum
  - allow time for learners to complete tasks without allowing activities to go on too long
  - be aware of when learners are ready to move on to the next stage of the lesson.
- 5j monitoring learners appropriately in relation to the task or activity
  - listen to learners attentively but unobtrusively during stages of the lesson
  - know when to intervene in learner-centred activities
  - ensure that your attention is spread evenly amongst the learners
  - know when to move on to the next stage of the lesson

- 5k beginning and finishing lessons on time and, if necessary, making any relevant regulations pertaining to the teaching institution clear to learners
  - ensure that you are in the classroom in good time to begin your lesson on time
  - ensure that your materials are prepared in good time to begin your lesson on time
  - ensure that you finish your lesson on time and that you do not exceed your allotted time
  - ensure students are aware of start and finish times as required
  - ensure you pass on any relevant administrative information to learners when required
- 5l maintaining accurate and up-to-date records in their portfolio
  - update your CELTA 5 booklet each day
  - file TP and assignment documents (in the correct order) in your portfolio each day
- 5m noting their own teaching strengths and weaknesses in different teaching situations in light of feedback from learners, teachers and teacher educators
  - complete a written self evaluation for each TP lesson noting your strengths and weaknesses
  - incorporate feedback from others in future ensuing TP lessons
- 5n participating in and responding to feedback
  - evaluate your own lessons, and your colleagues' lessons, critically but constructively in TP feedback
  - suggest strategies for improving weak areas
  - respond positively to comments, suggestions and criticism made by peers and trainers on your lesson
  - make constructive suggestions on your peers' teaching

*This appendix is an adaptation of a document devised by Craig Thaine at Languages International, Auckland and Graeme Holdaway at Waiariki Institute of Technology, Rotorua, New Zealand.*

## PROCEDURES FOR ENQUIRIES ON RESULTS AND COMPLAINTS

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### Enquiries on results

Where candidates wish to query the result recommended by the centre, they must contact the centre to discuss this.

In cases where the query cannot be resolved by discussion between the centre and the candidate, the candidate must write a letter outlining their reasons for querying the result. The centre must forward this to:

Teaching Awards Administrator  
On Demand Processing  
University of Cambridge ESOL Examinations  
1 Hills Road  
Cambridge  
CB1 2EU  
UK

Cambridge ESOL holds grade review meetings at which candidate grades are reviewed before final results are confirmed. In cases of enquiry on result, the assessor's report, the contents of the candidate's portfolio (tutor feedback, lesson plans, self-evaluations and written assignments) and the candidate's enquiry letter are considered by the Grade Review committee in Cambridge. The final grade is then determined, the result is sent to the centre and the candidate is advised of the outcome.

### Complaints and appeals about course provision

Candidates should refer to the *Centre Authorisation Certificate – CELTA*, which centres are required to display. Candidates who consider that the course has not been provided in line with the conditions on this certificate should, in the first instance, raise matters with the centre.

If a candidate is not satisfied that issues have been resolved through the centre's internal complaints procedure, the candidate should request the Cambridge ESOL Teaching Awards Complaint Form from the centre. The candidate should complete this and send it to Cambridge ESOL at the address provided at the end of the Complaint Form.

### Time limit on complaints

Complaints and appeals about course provision must be made to Cambridge ESOL within **nine** weeks of the issue of final results by Cambridge ESOL. Complaints received after this time will not be considered.

Please note that an enquiry on result or complaint must be made by the candidate him/herself and not by a third party.



