



UNIVERSITY of CAMBRIDGE

ESOL Examinations

English for Speakers of Other Languages

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

This is to certify that

ALBERT [REDACTED] GREYVENSTEIN

has been awarded

Pass

in

Certificate in English Language Teaching to Adults

Date of Award **JUNE 2011**
 Centre Number **ZA166**
 Accreditation Number **501/1891/2**

* This level refers to the Qualifications and Credit Framework (QCF) for England, Wales and Northern Ireland

Michael Milanovic

Michael Milanovic
 Chief Executive

Date of Issue 24/06/11
 Certificate Number ccpf485197



SECURE

Cambridge CELTA Candidate Report

The CELTA (*Certificate in English Language Teaching to Adults*) is a 120-hour course designed by the University of Cambridge to provide a sound basis in the principles and techniques of effective teaching of English to adult learners. The course includes teaching practice, six hours of which is observed and assessed by approved course tutors, a minimum of six hours of observation of experienced teachers in the classroom, and completion of a range of written assignments covering learner needs analysis, teaching and learning resources analysis, language analysis, and teaching practice self analysis

Course Dates 3rd May – 30th May 2011

Candidate Barry Greyvenstein

Candidates are assessed overall by the following criteria:

Awareness of the Teaching and Learning Context	GOOD
<ul style="list-style-type: none">demonstrate awareness of the learning needs and interests of the learners	Good
<ul style="list-style-type: none">establish rapport and generate motivation among the learners	Good
<ul style="list-style-type: none">demonstrate cultural and social sensitivity in the classroom	Good
Language Analysis and Awareness	SATISFACTORY
<ul style="list-style-type: none">analyse meaning, form, and pronunciation for teaching purposes	Good
<ul style="list-style-type: none">provide clear, appropriate, communicative contexts for new language	Satisfactory
<ul style="list-style-type: none">provide accurate and appropriate language models in the classroom	Satisfactory
Lesson Planning and Use of Resources	SATISFACTORY
<ul style="list-style-type: none">identify and express appropriate aims, stages, and procedures for lessons	Satisfactory
<ul style="list-style-type: none">anticipate potential difficulties and plan to resolve them	Satisfactory
<ul style="list-style-type: none">select, adapt, or design appropriate learning materials for lessons	Good
Development of Teaching Skills and Professionalism	GOOD
<ul style="list-style-type: none">instruct and manage activities and interactions so as to achieve aims	Good
<ul style="list-style-type: none">focus on meaning, form, pronunciation, and sensitive, appropriate correction	Satisfactory
<ul style="list-style-type: none">promote balanced development of listening and reading skills	Good
<ul style="list-style-type: none">promote balanced development of writing and speaking skills	Satisfactory
<ul style="list-style-type: none">constructively participate in feedback and apply feedback to teaching	Good

Barry improved in his analysis and clarification of language and should continue working on this in future lessons. He also demonstrated an awareness of his learners as individuals, adapting tasks and materials to suit their needs and interests. He maintained a strong focus on reducing his teacher talk and grading his language, particularly with the lower level class and will further improve in these areas with continued practice. Barry reflects well on his strengths and areas that need development. He will be a pleasure to have in the staffroom.

Final Certification Assessment **PASS**

Course Tutors: Susan Walden & Wiebke Fiallo