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

GABRIEL LUIS CABREJAS POOLE

has been awarded

Pass

in

Certificate in English Language Teaching to Adults

Date of Award	**AUGUST 2011**
Centre Number	**ES364**
Accreditation Number	**501/1891/2**

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

Michael Milanovic
Chief Executive

Date of Issue 05/08/11
Certificate Number ccpf489272

Ofqual

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

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Rewarding Learning

DP495

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.

· British
· Language
· Centre

BRITISH LANGUAGE CENTRE

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TEACHER EDUCATION

CAMBRIDGE CERTIFICATE IN ENGLISH

LANGUAGE TEACHING TO ADULTS (CELTA)

The following is to certify that

GABRIEL LUIS CABREJAS POOLE

attended 120 hours of 120 hours of the full-time course
from Monday 4th July > Friday 29th July '11
and was awarded grade: **Pass**

LESSON PLANNING

Identifying clear aims and objectives:	//
Selecting/adapting or designing materials/activities/resources/aids to meet the lesson aims:	//
Ordering activities and describing the procedure in sufficient detail:	//
Including appropriate staging, timing & interaction & ensuring balance & variety:	//
Adapting materials when appropriate:	///
Analysing & anticipating problems with language & providing appropriate solutions:	//
Anticipating problems with tasks & providing appropriate solutions:	/
Working constructively with colleagues in the planning of teaching practice sessions	///
Reflecting on and evaluating their plans in the light of the learning process and suggesting improvements for future plans	//
Materials with a professional appearance & regard to copyright:	//

TEACHING PRACTICE

Showing an awareness of the needs and interests of the learner group:	//
Teaching with an awareness of learning styles and cultural factors that may affect learning:	//
Acknowledging, when necessary, learners' backgrounds and previous learning experience:	//
Establishing good rapport with learners and ensuring they are fully involved in learning activities:	///
Adjusting their own use of language in the classroom according to the learner group and the context:	//
Identifying errors and sensitively correcting learners' oral language:	//
Identifying errors and sensitively correcting learners' written language:	//
Providing clear contexts and a communicative focus for language:	//
Providing accurate and appropriate models of oral and written language in the classroom:	//
Focusing on language items in the classroom by clarifying relevant aspects of meaning, form & phonology for learners to an appropriate degree of depth:	//
Showing an awareness of differences in register:	//
Providing appropriate practice of language items:	//
Helping learners to understand reading texts:	//
Helping learners to understand listening texts:	//
Helping learners to develop oral fluency:	///

Helping learners to develop writing skills	//
Arranging the physical features of the classroom appropriately for teaching and learning:	//
Setting up whole class and/or group individual activities appropriate to the lesson type:	//
Selecting appropriate teaching techniques in relation to the content of the lesson:	//
Managing the learning process in such a way that the lesson aims are achieved	//
Using appropriate means to make instructions for tasks and activities clear to learners:	//
Making use of materials, resources, and technical aids in such a way that they enhance learning:	//
Using a range of questions effectively for the purposes of elicitation and checking of understanding:	//
Providing learners with appropriate feedback on tasks and activities:	//
Maintaining an appropriate learning pace in relation to materials, tasks and activities:	//
Monitoring learners appropriately in relation to the task or activity:	//
Beginning and finishing lessons on time:	//
Maintaining accurate and up-to-date records in their portfolio	//
Noting their own teaching strengths and weaknesses in light of feedback from learners, teachers and teacher educators	//
Participating in and responding to feedback	//

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WRITTEN WORK

The written work focuses on four areas.

- Language related tasks	Pass
- Lessons from the classroom	Pass
- Focus on the learner	Pass
- Skills Assignment	Pass

Key:

this has been achieved but needs more work - /
this has been achieved - //
this has been done well - ///
this has been done exceptionally well - #

Gabriel worked hard and participated well throughout the course and got on well with his students and the other trainee teachers. Gabriel's approach was professional in terms of preparation of materials, dealing with language & skills work. Gabriel was quite aware of the strengths and weaknesses in his teaching and was willing to try out new ideas and techniques. He made steady progress as the course developed, becoming more independent and creative. His awareness of language and his ability to anticipate problems improved. He contributed to input sessions and offered some useful constructive criticism during group feedback. His written work was satisfactory.

With further guidance and experience Gabriel should go on to become a very competent English language teacher. It was a pleasure to have Gabriel on the course and we wish him every success in the future.



Alistair Dickinson
Course Tutor & Director - Teacher Education