

This is to certify that
Arif Driessen
attended a
CAMBRIDGE/ESOL CERTIFICATE IN ENGLISH LANGUAGE TEACHING
(CELTA) course at Language Teaching Centre Brighton
from 3rd June to 28th June 2013
and was awarded an overall recommended* grade of

PASS

Grading: A= SIGNIFICANTLY ABOVE AVERAGE, B=ABOVE AVERAGE, C = PASS,
 C*= PASS but PRIORITISE, D = FAIL

PLANNING AND RESOURCES FOR DIFFERENT TEACHING CONTEXTS	Evaluation
• identifying and stating appropriate aims/outcomes for individual lessons	C
• ordering and timing activities so that they achieve lesson aims	C
• describing the procedure of the lesson in sufficient detail with clear rationale for each stage	C
• selecting, adapting or designing materials, activities, resources and technical aids appropriate for the lesson and presenting them with a professional appearance, and with regard to copyright requirements	C
• ensuring balance, variety and a communicative focus in materials, tasks and activities	C
• exploiting material fully in relation to lesson aims	C
• analysing language in detail with attention to form, meaning and phonology and using correct terminology	C
• anticipating potential difficulties with language, phonology, materials and learners and suggesting appropriate solutions	C
• using language terminology that relates to language skills and sub-skills correctly	C

LEARNERS AND TEACHING AND THE TEACHING LEARNING CONTEXT	
• teaching a class with an awareness of the needs and interests of the learner group	B/C
• establishing a good rapport with learners and ensuring they are fully involved in learning activities	B

LANGUAGE ANALYSIS AND AWARENESS	
• adjusting own use of language in the classroom according to the learner group and the context	B
• identifying errors and sensitively correcting learners' oral and written language	B/C
• providing clear contexts and a communicative focus for language	C
• providing accurate and appropriate models of language in the classroom	B/C
• focusing on language items in the classroom by clarifying relevant aspects of meaning, form and phonology for learners to an appropriate depth	C
• providing appropriate practice of language items	C

DEVELOPING TEACHING SKILLS AND PROFESSIONALISM	
• selecting appropriate teaching techniques in relation to the content of the lesson	B/C
• managing the learning process in such a way that lesson aims are achieved	B/C
• making use of materials, resources and technical aids in such a way that they enhance learning	C
• using appropriate means to make instructions for tasks and activities clear to learners	B
• setting up whole class and/or group individual activities appropriate to the lesson type	B
• using a range of questions effectively for the purpose of elicitation	B/C
• using a range of techniques to check understanding	C
• providing learners with appropriate feedback on tasks and activities	B/C
• maintaining an appropriate learning pace in relation to materials, tasks and activities	B/C
• monitoring learners appropriately in relation to the task or activity	B/C
• working constructively with colleagues	C
• noting their own teaching strengths and weaknesses in different teaching situations in light of feedback from learners, teachers and teacher educators	B/C
• participating in and responding to feedback	B/C

Tutors: Sue Montgomery and Elaine Langstaff

*Centre course report is issued before final certification by UCLES