



# UNIVERSITY of CAMBRIDGE

## ESOL Examinations

### English for Speakers of Other Languages

## Level 4 Certificate in Teaching English to Speakers of Other Languages (CELTA)\*

This is to certify that

**ENDRE KARCZAG**

has been awarded

**Pass**

in the

**Certificate in English Language Teaching to Adults**

Date of Award

**MAY 2005**

Centre Number

**HU050**

Assessment Number

**100/2664/2**

\* This level refers to the UK National Qualifications Framework

*M. Mianon*

Chief Executive

University of Cambridge ESOL Examinations

Date of Issue 26/05/05

Certificate Number ccpf266138



Qualifications and Curriculum Authority







**International House**  
TEACHER TRAINING INSTITUTE AND EXECUTIVE CENTRE

# Certificate

*This is to certify that*

***Endre Karczag***

*attended 120 out of 120 hours of the*  
**Cambridge Certificate course in English Language Teaching to Adults**  
*at International House Budapest*

*from 7 February – 9 May 2005*  
*and was awarded a certificate in the category: **Pass***

*Teaching practice with students of English was a major component of the course.*

## **Overall Comment**

Endre came to the course with some experience of teaching English. He found it difficult to adjust to at times to the approach of the CELTA and often felt constrained where it conflicted with his previous experience. In planning, Endre was able to implement logical lesson frameworks, and developed good means for motivating learners. He needs to analyse language in greater depth, however, anticipating potential problems and offering concrete solutions. He should also consider trying to not use too much material but, rather, exploiting what he has. In terms of management, Endre had an extremely enthusiastic manner, leading to a good rapport with the students. He should consider the staging of instructions and the speed and quantity of teacher talk. His boardwork improved, though he should still work on planning it carefully. Endre taught useful skills lessons; he should remember more consistently to give a task before students read or listen. In terms of language, he implemented some effective clarification techniques such as concept checking, highlighting form and pronunciation. He gave the students useful practice in the target language. Endre fully attended to course administration and was professional in all respects.

**A full progress report appears on the reverse of this certificate**

Categories of Certification: Pass A Pass B Pass Fail



Principal

**Course tutors: Neil Anderson, Neil McCutcheon**

Argentina • Armenia • Australia • Azerbaijan • Belarus • Brazil • Chile • China • Czech Republic • Egypt  
England • Estonia • Finland • France • Georgia • Germany • Hungary • Ireland • Italy • Lithuania  
Malaysia • Mexico • Mongolia • New Zealand • Poland • Portugal • Russia • Singapore • South Africa  
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**Planning for the effective teaching of adults ESOL learners:**

Identifying and stating appropriate aims/outcomes for individual lessons .....	3
Ordering activities so that they achieve lesson aims/outcomes .....	3
Selecting, adapting or designing appropriate materials, activities, resources and technical aids .....	2
Presenting materials with a professional appearance and regard to copyright requirements .....	3
Describing lesson procedures in sufficient detail .....	3
Including interaction patterns appropriate for the materials and activities used in the lesson .....	3
Ensuring balance, variety and a communicative focus in materials, tasks and activities .....	3
Allocating appropriate timing for different stages in the lessons .....	3
Analysing language with attention to form, meaning and phonology and using correct terminology .....	3
Anticipating potential difficulties with language, materials and learners .....	3
Suggesting solutions to anticipated problems .....	3
Using terminology that relates to language skills and sub-skills correctly .....	3
Working constructively with colleagues in the planning of teaching practice sessions .....	3
Reflecting on and evaluating their plans and suggesting improvements for future plans .....	3

**Demonstration of classroom teaching skills:**

Teaching a class with an awareness of the needs and interests of the learner group .....	3
Teaching a class with an awareness of learning styles and cultural factors that may affect learning .....	3
Acknowledging, when necessary, learners' backgrounds and previous learning experiences .....	3
Establishing good rapport with learners and ensuring they are fully involved in learning activities .....	4
Adjusting their own use of language in the classroom according to the learner group and the context .....	3
Identifying errors and sensitively correcting learners' oral and written language .....	3
Providing clear contexts and a communicative focus for language .....	3
Providing accurate and appropriate models of oral and written language in the classroom .....	3
Focusing on language items by clarifying relevant aspects of meaning, form and pronunciation .....	3
Showing awareness of differences in register .....	3
Providing appropriate practice of language items .....	3
Helping learners to understand reading and listening texts .....	3
Helping learners to develop oral fluency .....	3
Helping learners to develop writing skills .....	3
Arranging the physical features of the classroom appropriately for teaching and learning .....	3
Setting up whole class and/or group or individual activities appropriate to the lesson type .....	3
Selecting appropriate teaching techniques in relation to the content of the lesson .....	3
Managing the learning process in such a way that lesson aims are achieved .....	3
Making use of materials, resources and technical aids in such a way that they enhance learning .....	3
Using appropriate means to make instructions for tasks and activities clear to learners .....	3
Using a range of questions effectively for the purpose of elicitation and checking of understanding .....	3
Providing learners with appropriate feedback on tasks and activities .....	3
Maintaining an appropriate learning pace in relation to materials, tasks and activities .....	3
Monitoring learners appropriately in relation to the task or activity .....	3
Beginning and finishing lessons on time .....	3
Maintaining accurate and up-to-date records in their portfolio .....	3
Noting their own teaching strengths and weaknesses in light of feedback .....	3
Participating in and responding to feedback .....	3

5=Excellent 4=Very good 3=Good 2=Weak 1=Unsatisfactory



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 awareness of language and a knowledge of the description of English and apply these in their professional practice
2. develop an initial understanding of the contexts within which adults learn English, their motivations and the roles of the teacher and learner
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 for teaching, testing and for reference
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:

- classroom teaching skills

*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 achievement significantly higher than that required to meet pass-level criteria in relation to:

- ability to plan for effective teaching
- classroom teaching skills
- awareness of teaching and learning processes.

*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 procedures.