



OHC
Oxford House College

CAMBRIDGE ESOL CELTA

This is to certify that

Lilit Vysokikh

attended a full-time course from **6th January to 31st January, 2014**, comprising 120 hours.

Overall provisionally recommended grade: Pass B

This grade is provisional until ratified by CAMBRIDGE ESOL.

Criteria and Assessment:	S+	S	S-
Lesson planning	Overall		
Identifying and stating appropriate aims/outcomes for individual lessons	S+		
Ordering and staging activities so that they achieve lesson aims	S		
Selecting, adapting, and designing materials and activities, resources and technical aids	S+		
Ensuring balance, variety and a communicative focus in materials, tasks and activities	S+		
Analysing language with attention to form, meaning and phonology and using correct terminology	S+		
Focus on the learner	Overall		
Teaching a class with an awareness of the needs and interests of the learner group	S+		
Establishing good rapport with the learners and ensuring they are fully involved in learning activities	S+		
Language analysis and language awareness	Overall		
Providing clear contexts and a communicative focus on language	S+		
Focusing on language items in the classroom by clarifying relevant aspects of...	S+		
Meaning / Use S+	Form / Collocation S+	Phonology S	
Providing appropriate practice of language items	S+		
Identifying errors and sensitively correcting learners' oral and written language	S		
Skills work	Overall		
Providing appropriate practice of receptive skills and sub-skills	S+		
Providing appropriate practice of productive skills and sub-skills	S+		
Developing teaching skills	Overall		
Managing the learning process so the lesson aims are achieved	S		
Exploiting materials, resources and technical aids	S+		
Using appropriate means to make instructions for tasks and activities clear to learners	S+		
Using a range of questions effectively for the purpose of elicitation	S+		
Using a range of questions effectively for the purpose of checking understanding	S+		
Providing learners with appropriate feedback on tasks and activities	S+		
Monitoring learners appropriately in relation to the task or activity	S+		
Maintaining an appropriate pace in relation to materials, tasks and activities	S+		
Developing professionalism and self-awareness	Overall		
Being punctual and showing attention to deadlines	S+		
Working constructively with colleagues on the various tasks throughout the course	S		
Demonstrating an attentive / respectful manner in input sessions and during colleagues' lessons and observations.	S		
Noting their own strengths and weaknesses in different teaching situations	S+		
Participating and responding to feedback	S+		
Quality of assignments	S+		

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Overall progress demonstrated

S+

Comments:

Lilit has worked diligently to improve her teaching skills over the course. She puts the focus very much on the students and has adopted and incorporated a wide range of highly effective techniques into her teaching. Her lessons are imaginative and she is always willing to attempt something new. She will be a great addition to any staffroom.

Please see reverse for details of grades and categories



Tim Matthew, Principal
8 February, 2014

GRADING SYSTEM

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 significantly higher than that required to meet pass-level criteria in relation to planning for effective teaching, classroom teaching skills, awareness of the teaching processes. *They will benefit from further guidance in post but will be able to work independently.*

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 to pass-level criteria in relation to classroom teaching skills. *They will continue to need some guidance to help them broaden their range of skills as teachers in post.*

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.*

Criteria and Assessment:	S+ (Above Standard)	S (To Standard)	NS (Not to Standard)
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ASSESSMENT SYSTEM

There are three components of assessment: Teaching Practice, Written Assignments and Professional Development

Component 1 – Teaching Practice: There are six hours of assessed teaching practice for each candidate supervised by an approved tutor. Candidates must demonstrate that they are;

- able to prepare, plan and teach lessons designed for adult learners of English
- able to apply ELT theory to practice in the classroom teaching
- familiar with key ELT concepts and terminology
- sensitive to relevant aspects of professional development
- able to use written and spoken language in the classroom which is clear and coherent and essentially free of mistakes in spelling, punctuation and grammar.

Component 2 – Written Assignments;

- one assignment involves work on the language system of English
- one assignment involves reflection on the candidate's own classroom teaching and observation of peers and experienced teachers and identification of action points
- two assignments explore aspects of the teaching and learning of English at an adult level through a focus on adult learners and learning contexts and an analysis of some learning materials.

Candidates must demonstrate that they are:

- able to relate to ELT practice to theory
- familiar with key ELT terminology
- sensitive to relevant aspects of professional development
- able to write at a level of accuracy which does not jeopardise clarity and comprehensibility, and which reflects a knowledge of discourse, grammar, punctuation and spelling.

Component 3 – Professional Development: This is an integral part of the written assignment and teaching practice. Candidates are expected to demonstrate satisfactory development in the following areas;

- self-assessment – understanding development needs and building on strengths
- working in context – becoming a teacher, colleague and employee
- professional development – support systems, publications and courses.