

CELTA

This is to confirm that

Azadehsadat Ghoreishi

attended a 120-hour initial teacher training course leading to the

Cambridge English Language Assessment Certificate in Teaching English to
Speakers of Other Languages (CELTA)

at

Institute of Language Studies (International House), Izmir

from 16th September 2019 to 11th October 2019

The following grade was awarded

PASS

Participants on this course completed 6 hours of teaching practice which included collaborative planning, peer observation and shared evaluation and feedback. Within this framework each participant completed 6 hours of individual teaching, which was observed and assessed by an approved, experienced trainer.



Ali Farbod

Head of Teacher Training

Achievements in individual assessment areas

The grades in this section refer to the individual areas of assessment listed in the Cambridge CELTA Syllabus and Assessment Guidelines. Please note written assignments and professional development are graded as Pass or Fail. Classroom teaching skills are graded as Pass, Pass B, Pass A, or Fail. A full description of topics covered in each area can be found at www.cambridgeenglish.org/teaching-english/teaching-qualifications/celta/

Planning, Teaching, and Professionalism Grade: PASS

Written Assignments Grade: PASS

Overall Grade: PASS

For descriptions of requirements for each grade, please see the CELTA Syllabus & Assessment Guidelines.

Areas of achievement

- Helping learners to understand reading and listening texts (3a) and to produce oral and written language (3b)
- Using appropriate means to make instructions for tasks and activities (5f)
- Establishing good rapport with learners (1d)
- Using a range of questions effectively for the purpose of elicitation (5g)
- Monitoring learners appropriately in relation to the task or activity (5j)

Areas for development

- Focusing on language items in the classroom by clarifying relevant aspects of meaning, form and pronunciation to an appropriate degree of depth (2e)
- Providing appropriate practice of language items (2g) followed by corrective slots (2b)
- Continuing to develop her language analysis skills (4i) with particular attention anticipating problems and finding viable solutions (4j/4k)
- Providing learners with appropriate feedback on tasks and activities (5h)

Overall comments

Azadeh was a positive and devoted member of the course. She made solid progress in developing her understanding of the course principles and in applying these to a range of lessons, including planning her lessons in considerable detail with guidance from the tutors. She demonstrated great strengths in terms of classroom management and clarification of language. In addition, she placed a top priority on developing her teaching skills and was responsive to feedback. Azadeh established good rapport with her students and was professional and supportive of her colleagues; we feel she would work well within a team. As part of an action plan for her own professional development, Azadeh could continue to focus on varying her feedback techniques, language analysis skills and ensuring meaningful language practice. We wish her all the best.