

CELTA REPORT

This is to confirm that

Pablo Alonso Rodriguez

attended 120 out of 120 hours of the teacher training course leading to

the Cambridge English Teaching CELTA:

Certificate in Teaching English to Speakers of Other Languages

The course was held at **EXPERT ENGLISH EXAMS, Oviedo**

(Cambridge English Authorised Examination Centre, ES 089)

from the 1st of June, 2020 to the 1st of July, 2020

The candidate completed the course and successfully met all CELTA Teaching Practice assessment criteria as well as requirements for written work.

The candidate was awarded the following provisional grade*:

Pass

Pass B

Pass A

***Please note** that this is an internal course report and that the final grade has not yet been confirmed by Cambridge Assessment English Teaching Awards. Possible grades are: Pass A, Pass B, Pass, Fail.

Participants on this course completed 36 hours of teaching practice. It was all delivered online on the live video platform - ZOOM. Within this training programme designed to provide a sound basis in the principles and techniques of effective teaching of English to adult learners face-to-face and online, each participant completed 6 hours of individual teaching, which was observed and assessed by experienced trainers approved by Cambridge Assessment English. The training programme also included collaborative lesson planning, a minimum of six hours of observation of experienced teachers in the face-to-face and online classroom, peer observations, shared evaluation and feedback and completion of a range of written assignments covering learner needs analysis, the evaluation of teaching and learning resources, language analysis and effective self-evaluation.

The programme prepares participants, theoretically and practically, to plan and deliver effective English lessons both in the face-to-face and online settings.

Please see page 2 of this internal course report for more details on the candidate's performance during the course.

Milada Krajewska

Beata Palińska

Katarzyna Jakielaszek



Main Course Tutor

Assistant Course Tutor

Input Tutor

EXPERT ENGLISH recommendation

Pablo Alonso Rodriguezis considered a **Pass B** candidate

- someone we think demonstrates very good teaching skills
in face-to-face and online settings,
and would also represent a highly positive staffroom presence.

Planning

Pablo can plan creative, logically staged lessons, and does so effectively with some guidance, tapping into the potential of face-to-face and online learning experience. He can analyse target language well, providing personalised contexts, solid concept checking techniques and graded student-centred explanations to teach strong, student-centred language lessons. He can adapt coursebook and authentic materials, and design appropriate resources and tasks for successful language and skills development, selecting language items appropriate for students at a given level. Pablo experimented with guided discovery for grammar lessons and created well-scaffolded free and fluency practice tasks. He also used analogue and online resources creatively to enhance learning. His use of personalisation and visual aids contributed to a positive learning environment. Overall, his lesson plans showed growing awareness of the learning process and reflected his role as a facilitating, enthusiastic and responsive teacher, who provides students with engaging resources and student-centred learning opportunities.

Teaching

Pablo can deliver effective language and skills lessons, using a variety of classroom teaching techniques, in both face-to-face and online settings. His language clarification was thorough, with solid elicitation to check understanding. In the language lessons, Pablo allowed students to discover the rules and conducted effective drilling, supported by sensitive, board-based error correction. The practice opportunities that he provided were student-centred, personalised, engaging and effectively scaffolded, with a clear communicative focus. Thanks to his responsive, close monitoring and active listening skills, he was able to make appropriate on-the-spot decisions to facilitate learning for all the students, both stronger and weaker. His close monitoring also resulted in reactive student-centred feedback on language, tasks and ideas. He showed growing awareness of what students need to proceed to the next stage of the lesson. During the course, he has learned to adjust the pace of his lessons, provide accurate models and increase the amount of practice to activate new language and develop skills.

Awareness of learners

Pablo shows very good awareness of learners and can respond so that each of them benefits from lessons, which he demonstrated both in his planning and teaching. He establishes a strong, instant, positive rapport with students and does it effortlessly. He also creates a highly positive and relaxed learning atmosphere, balancing discipline with a friendly approach and edutainment. Pablo enjoys teaching and succeeds in engaging his learners of different backgrounds. He can adjust to the needs of students at different levels of proficiency and has learned to adapt the content of his lessons to the learners' needs and interests. His own enthusiasm for teaching is infectious and was instrumental in motivating and engaging all his students throughout the course.

Reflection

Pablo can reflect on key strengths and weaknesses, and consistently uses these reflections to develop his teaching and planning skills. His contributions in feedback and input sessions showed very good insight into his own and his colleagues' teaching. His response to constructive feedback was always positive: he analysed feedback in detail, set relevant and ambitious action points for himself, and asked very good questions to understand how to develop. He was also extremely keen to expand his own repertoire of teaching techniques and offer variety to students.

Overall

Pablo's planning and teaching, as well as his written assignments (*Focus on the Learner, Language Related Tasks, Language Skills Related Tasks, Lessons from the Classroom*), show good understanding of English language learning and teaching processes at CELTA level, both in face-to-face and online settings. As a team player, he was keen to help his colleagues with their lessons and icebreakers, which contributed to the group's success. He succeeded in team planning and teaching. Pablo would be any teacher team's asset – professional, dedicated, ambitious, creative, driven, likeable, bright, cheerful, empathetic and positive, resourceful and open-minded, independent and supportive of his colleagues and students. He is keen to continue learning and developing as a teacher. Most importantly, Pablo's lessons were highly appreciated by all the students.