

**University of Cambridge CELTA Lessons from the Classroom (750 - 1000 words)**

Name	Submission date	Word count	Signature to confirm own work

**Assessment Criteria**

You have (v) / have not (x)

1. Noted your own teaching strengths and weaknesses in different situations in the light of feedback from learners, teachers and teacher educators
2. Identified which ELT areas of knowledge and skills you need further development in
3. Described in a specific way how you might develop your ELT knowledge and skills beyond the course
4. Used written language that is clear, accurate and appropriate to the task

**Overall Comment**

**Comments on resubmission** (if applicable):

**Assessment**

Grade	Date	First marker	Second marker
Pass 1 <sup>st</sup> submission			
Resubmission			
Pass on resubmission			
Fail			

**\* Please include this as the second page of your assignment**

**Submission Sheet**

**CHECKLIST:**

*Check your work and tick the boxes to ensure you have completed all necessary parts of the assignment.*

- 2 strengths identified
- Specific examples of each strength based on feedback from tutors, peers or students
- Comments on why each area is a strength
- 2 areas to work on identified
- Specific examples of each area to work on based on feedback from tutors, peers or students
- Comments on why each area needs to be worked on (you may like to refer to Scrivener or Harmer in addition to notes from Input Sessions here)
- strategies / plans for improvement for each of the 2 areas to work on you identified
- Practical suggestions for how you will continue to develop as a teacher post-CELTA
- Proofread to ensure your written language (grammar, choice of vocabulary, spelling and punctuation) is accurate
- The assignment is within the Cambridge word limit: 750-1000 words

**Note** – there is an example LFTC assignment (with tutor comments) included at the end of this document.

\* Do not attach the following pages with your assignment submission

### Assignment Aim

To assess your ability to identify the strengths and areas for improvement in your own teaching and to draw implications for your future development as a teacher from observing others.

### Instructions

#### Part 1: Teaching strengths

For this part of the assignment you should refer to your tutors' feedback forms from TP, your self-evaluation forms, notes on your observation of experienced teachers, your tutorial records in your CELTA 5 and any other forms of feedback you have received (e.g. formal or informal feedback from students and peers).

- Note 2 areas of teaching you feel are strengths
- Say why you feel these areas are strengths and give evidence to support your claims

(Approx. 300 words)

#### Part 2: Areas to work on

For this part of the assignment, you should refer to your tutor's feedback forms of TP, your self-evaluation forms, your tutorial records in your CELTA 5 and any other forms of feedback you have received (e.g. formal or informal feedback from students and colleagues).

- Note 2 areas of your teaching that you feel still need some work
- Say why you feel these are areas to work on and give evidence to support your claims
- For each area to work on that you identified in part 2 of this assignment, give suggestions for how you can improve in each area.

(Approx. 300-400 words)

#### Part 3: Action Plan

- Write briefly about your plans after the course. Say what you would like to achieve and how you intend to develop your knowledge, skills and career as a teacher of English.

(Approx. 300 words)

**Example assignment** (Note – this is a real assignment with tutor comments. The assignment was graded PASS on first submission)

## Lessons From The Classroom

### Part 1

One of my biggest strengths as a teacher is my classroom management and confidence in front of a class. I have a natural ability to capture and maintain attention in the classroom throughout the lesson. My teaching manner is very positive and encouraging. I am quite quick **at** establishing a good rapport with my students. I usually do not have difficulty recapturing **students'** attention after an activity. My teacher talk is very clear (speed, grading) and supported with gestures, **and** facial expressions. Instructions for each task are clear and effective. **Effectual** **Effective** use of screen sharing helps in giving instructions. As a result, during the lessons the students are usually attentive and eager to embark on the task that I have assigned. **I** make myself available and approachable to all my students and never laugh or belittle a response or question from a student. I also ensure that during monitoring, everyone is on task, has a partner, or is actively engaged. Especially with lower-level students this is important, **as** they tend to just sit passively if they don't understand the task because they don't have the language skills to ask questions.

**Commented [BH1]:** Good. You have identified two strong areas in your teaching (though the first paragraph is rather broad, encompassing several areas: i) teaching manner; ii) teacher talk; iii) giving instructions; iv) monitoring and supporting).

**Commented [BH2]:** I agree 😊

**Commented [BH3]:** Yes 😊

**Commented [BH4]:** Yes 😊

**Commented [BH5]:** 😊

**Commented [BH6]:** Good observation.

The other strength is having a good lesson pace. I don't rush my students nor myself. It results in a comfortable atmosphere in class and a positive impact on the learners. For example, during TP8 the learners were given enough time for reading and completing the task. They were then given sufficient time to check their answers in breakout rooms before the whole class feedback. In such a way the main aim of the lesson 'to develop students' abilities to read for gist and detail on the topic of family conflicts' was achieved. Good pace was achieved by planning the lesson carefully. It consists of logical micro staging of each stage and timing for each stage. During the lesson I used a stopwatch which helped me keep to the time planned. When it comes to planning a number of activities, I follow the principle: "the quality is more important than the quantity". I think my strengths are good building blocks for becoming an effective EFL teacher.

Commented [BH7]: Again, I agree with you here ☺

Commented [BH8]: ? You haven't taught TP#8 yet. Do you mean TP#7?

Commented [BH9]: Good points here: one practical (using a stopwatch), the other a principal (less is more) ☺

## Part 2

After analyzing feedback, I noticed two trends. One trend is the lack of clear lesson aims and absence of practical suggestions as to how I will improve on all my personal aims. Clear lesson aims are important because it defines they define what particular outcome we want our learners to achieve. Aims are the results of the lesson from the students' perspective. It can be helpful to start with a phrase such as: "By the end of the lesson, the learners will have... or will be better able to...". Ways in which I could achieve this goal would be to critically review what it is that I wish to accomplish and compare that with what I know of my learners. I need to ask myself, 'What would I need to do to achieve my aim?' Based on my knowledge of my learners I need to anticipate every eventuality and look for possible problems and solutions. (Learning Teaching, page 124). When it comes to my personal aims, I should clearly state how I will try to work on them. Such an approach will help me to improve my teaching and professional skills, make progress and thoughtfully address areas for improvement. I plan to study the lesson plans of experienced teachers and peers which will help me set and formulate clear aims.

Commented [BH10]: Note: this is two areas.

Commented [BH11]: Good insight here, and a practical suggestion ☺

Commented [BH12]: Yes.

Commented [BH13]: Note: please follow the conventions for in-text citation. Give the author's surname and the date of publication, e.g. (Scrivener 2011).

Commented [BH14]: Good idea ☺

The other trend I noticed is connected with the Language Analysis Sheet. There is a lack of sufficient detail when it comes to form analysis. During the a classroom observation – Listening and vocabulary, an experienced teacher did it well. At the teaching stage after conveying the word meaning meaning of the word, the teacher identified the form patterns (e.g. grueling (adjective) collocates with journey, process, race, schedule, test, tour, trek, work, workout). At once it gave the learners idea in which situations they can use the new word. I intend to improve language analysis by focusing on key aspects of target language form. I would highlight the collocations / patterns for chosen items. As Harmer says, *phrases are often part of longer memorised strings of speech* (2001:19).

Commented [BH15]: Sometimes, yes.

Commented [BH16]: Good suggestion here, supported by a quote from Harmer (and your citation is accurate this time ☺)

## Part 3

Developing ELT knowledge beyond this course is very important. Twice a month I attend Cambridge webinars for teachers, which develop my knowledge, skills and improve my teaching in the classroom. The last webinar that I attended was about Mock Test Toolkit – our new guide to advise how, why and when to run mock tests. The This webinar is valuable to any teacher at any stage of the school year, whether it's the beginning of the year and you wish to run a diagnostic test, mid-way to test level, or nearer the real exam day to give your learners a real-life exam day experience. I plan to carry on attending Cambridge webinars. It They will help me to be an up-to-date up-to-date teacher.

Commented [BH17]: Good idea. Many of these are very informative and practical.

I also plan to use websites like [www.teachingenglish.org.uk/professional-development](http://www.teachingenglish.org.uk/professional-development). They address the skills and knowledge English language professionals need in their day-to-day work. On the website I always find a wide range of useful resources and tips which help me continue my development pathway. Also, they provide training on FutureLearn courses. The last course I took was Teaching English online. The course included video presentations, and practical tasks which showed how to teach different skills online. I had the chance to familiarise myself with various tools I can use to develop learners' language skills in my online lessons.

Commented [BH18]: Interesting ☺

I am also considering an opportunity to take my teaching career to the next level – DELTA. The DELTA is an advanced blend of theory and practice that provides professional development for teachers. The course gives skills and techniques that will help me to develop my career and prepare for more senior teaching roles. I think it is a worthwhile goal.

Commented [BH19]: A very worthwhile goal. Our centre hopes to offer the DELTA as a part-time fully online course later this year and in 2022.

Word count: 973

Commented [BH20]: ✓

## Bibliography

1. Harmer, Jeremy, 1998, *How to Teach English*, Pearson Education

Commented [BH21]: ✓

2. Harme, Jeremy, 2001, *The Practice of English Language Teaching* 3rd Ed, Longman
3. Scrivener, Jim, 2011, *Learning Teaching*, Macmillan
4. <https://www.cambridgeenglish.org/teaching-english/resources-for-teachers/webinars/>
5. <https://www.teachingenglish.org.uk/professional-development>
6. <https://www.futurelearn.com/using-futurelearn>