
The criteria for CELTA – a pre-service training programme

Planning

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

Teaching

LEARNERS AND TEACHERS AND THE TEACHING AND LEARNING CONTEXT

- Teaching a class with an awareness of the needs and interests of the learner group
- Teaching a class with an awareness of learning preferences and cultural factors that may affect learning
- Acknowledging, when necessary, learners' backgrounds and previous learning experiences
- Establishing good rapport with learners and ensuring they are fully involved in learning activities

LANGUAGE ANALYSIS AND AWARENESS

- Adjusting their own use of language in the classroom according to the learner group and the context
- Identifying errors and sensitively correcting learners' oral and written language
- Providing clear contexts and a communicative focus for language
- Providing accurate and appropriate models of oral and written language in the classroom
- Focusing on language items in the classroom by clarifying relevant aspects of meaning, form and phonology to an appropriate depth
- Showing awareness of differences in register
- Providing appropriate practice of language items

LANGUAGE SKILLS: READING, LISTENING, SPEAKING AND WRITING

- Helping learners to understand reading and listening texts
- Helping learners to produce oral and written language

DEVELOPING TEACHING SKILLS AND PROFESSIONALISM

- Arranging the physical features of the classroom appropriately for teaching and learning, bearing in mind safety regulations of the institution
- Setting up and managing whole class and/or group and individual activities as appropriate
- Selecting appropriate teaching techniques in relation to the content of the lesson
- Managing the learning process in such a way that lesson aims are achieved
- Making use of materials, resources and technical aids in such a way that they enhance learning

Using appropriate means to make instructions for tasks and activities clear to learners
Using a range of questions effectively for the purpose of elicitation and checking of understanding
Providing learners with appropriate feedback on tasks and activities
Maintaining an appropriate learning pace in relation to materials, tasks and activities
Monitoring learners appropriately in relation to the task or activity
Beginning and finishing lessons on time and, if necessary, making any relevant regulations pertaining to the teaching institution clear to learners
Maintaining accurate and up-to-date records in their portfolio
Noting their own teaching strengths and weaknesses in different teaching situations in light of feedback from learners, teachers and teacher educators
Participating in and responding to feedback

The criteria for Delta – an in-service training programme

Planning and preparation

A lesson plan which:

includes

A brief general overview of the group of learners and the course

Information about individual learners relevant to the lesson

Sets out clear and appropriate overall aims and learning outcomes for the lesson in relation to language systems and/or language skills and learner needs

Provides relevant analysis of target language in terms of form, meaning/use and phonology in the case of language systems, and in terms of linguistic, discoursal and communicative features in the case of language skills

Outlines any relevant link(s) between this lesson and relevant aspects of preceding and subsequent lessons, and if relevant the course as a whole

States assumptions made about the learners' knowledge, abilities and interests relevant to the aims and learning outcomes of the lesson

Anticipates and explains potential problems in relation to the lesson's aims and learning outcomes, the learners and the learning context, and the equipment, materials and resources to be used

Suggests appropriate solutions to the problems outlined in 5f

Describes suitably sequenced procedures and activities appropriate to achieving the stated overall aims and stage aims

States materials and/or resources to be used, which are appropriate to the teaching and learning context, the learners, the lesson aims and learning outcomes, and the time available, and includes a copy/copies of suitably presented materials, sourced where necessary

Assigns realistic and appropriate timing for each stage and/or group of stages in the procedure

Includes a commentary, of between 500 and 750 words, which provides a clear rationale for the lesson plan with reference to learner characteristics and needs and the candidate's reading and research in the background essay

Teaching

Creating and maintaining an atmosphere conducive to learning

Teach the class as a group and individuals within the group, with sensitivity to the learners' needs and backgrounds, level and context, providing equal opportunities for participation

Purposefully engage and involve learners

Vary their role in relation to the emerging learning and affective needs of learners during the lesson

Listen and respond appropriately to learner contributions

Understanding, knowledge and explanation of language and language skills

Use language which is accurate and appropriate for the teaching and learning context

Adapt their own use of language to the level of the group and individuals in the group

Give accurate and appropriate models of language form, meaning/use and pronunciation

Give accurate and appropriate information about language form, meaning/use and pronunciation and/or language skills/subskills

Notice and judiciously exploit learners' language output to further language and skills/subskills development

Classroom procedures and techniques

Use procedures, techniques and activities to support and consolidate learning and to achieve language and/or skill aims

Exploit materials and resources to support learning and achieve aims

Deliver a coherent and suitably varied lesson

Monitor and check students' learning and respond as appropriate

Classroom management

Implement the lesson plan and where necessary adapt it to emerging learner needs

Manage the classroom space, furniture, equipment, materials and resources

Set up whole class and/or group and/or individual activities, as appropriate

Ensure the learners remain focused on the lesson aims and the learning outcomes

Reflection and evaluation

Reflect on and evaluate their own planning, teaching and the learners' progress as evidenced in this lesson

Identify key strengths and weaknesses in planning and execution

Explain how they will (would) consolidate/follow on from the learning achieved in the lesson