

CELTA

This is to confirm that

DMYTRO SHEVCHENKO

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

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

at

International House Izmir

from 9th September to 16th November 2024

The following grade was awarded

PASS

Participants on this course completed 6 hours of online 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.

A. Shalamay

Anastasiya Shalamay
CELTA course Tutor

B. Kartal

Belma Kartal
CELTA course Tutor

O. Semenova

Oksana Semenova
CELTA course Tutor

M. Khvichia

Manana Khvichia
CELTA course Tutor

ACHIEVEMENTS IN INDIVIDUAL ASSESSMENT AREAS

The grades in this section refer to the two assessment areas in the Cambridge CELTA Syllabus and Assessment Guidelines. Please note that written assignments are graded Pass or Fail. Classroom teaching skills are graded as Pass A, Pass B, Pass or Fail. A full description of topics covered in each area can be found on the Cambridge website (www.cambridgeesol.org)

Preparing, planning and practising teaching: **Grade: Pass**

Written assignments: **Grade: Pass**

Overall recommended grade: **PASS**

PERFORMANCE DESCRIPTOR FOR A PASS GRADE

Candidates' planning and teaching show satisfactory understanding of English language learning and teaching processes.

- ✓ Candidates can plan effectively with guidance. They can analyse target language adequately and generally select appropriate resources and tasks for successful language and language skills development.
- ✓ Candidates can deliver satisfactory language and skills lessons, using a variety of classroom teaching techniques with a degree of success.
- ✓ Candidates show some awareness of learners and some ability to respond so that learners benefit from the lessons.
- ✓ Candidates can reflect on some key strengths and weaknesses and generally use these reflections to develop their teaching skills.

They will continue to need guidance to help them develop and broaden their range of skills as teachers in post.

OVERALL COMMENT

Dmytro was a responsible and hardworking member of the course, who put a lot of effort into meeting the course requirements. He managed his time well to meet all the deadlines. He was always well prepared for assisted lesson planning and planned effectively under the trainers' supervision.

Dmytro did his best to keep up with the changing assessment criteria and achieved all of them solidly, at both levels of teaching practice (elementary and upper-intermediate). He showed a satisfactory grasp of the course methodology, both in TP and written assignments. By the end of the course, Dmytro showed the ability to redesign the course book materials well for the online context, use Zoom and Google tools confidently, meet both language and skill lesson aims, establish a good control of the class thanks to good classroom management. His awareness of learners both in class has been a clear strength.

For further development after the course, Dmytro needs to continue to work on improving pace so that final stages are not rushed. Receptive skills tasks need to be better planned and set up so that students are appropriately challenged. Also, Dmytro should maintain the progress he achieved in conveying meaning and checking understanding improved in the last two lessons.

Dmytro will be a good addition to any staffroom. We wish him good luck in his teaching career!